

MULTIDIMENSIONAL CONCEPTS OF EDUCATION

Volume I

An Anthology of Scholarly Articles on
Diverse Topics Related to Social Studies



Editors

Dr. Pronita Kalita
Mrs. Gitika Talukdar
Miss Kabyasri Hazarika



Department of Education
Sonari College
Charaideo

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(Volume I)

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প্রকাশন

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Education is a purposeful

activity which is directed towards the achievement of certain goals or

aims which will ensure to bring all round development of the individual in particular and the society in general. Education is the endless journey of acquiring knowledge, information, and understanding. It is a process through which men become culturally refined, emotionally stable, ethically refined, ethically sound, mentally alert, morally upright, socially efficient and spiritually enlightened. Education as a discipline also indicates the same potent as it is as a process. As a subject, it not only helps in broadening its field to different dimensions or concepts but also has the caliber to dispel errors and discover the truth of various backgrounds. To be precise, it can be considered that the scope or range of opportunity of activity, operation and application of education is of wider spectrum. It covers philosophy, sociology, history, economics, method and techniques of teaching, educational administration and supervision, problems of education, population and environment education, measurement and evaluation, research, statistics etc. Education, therefore is an utmost important discipline which encompasses breadth, comprehensive and variety of learning experiences that can be provided in the teaching learning environment.

Thus the Multi dimensional concept of education addresses all the contents and areas covered by the various discipline having an educational context. In order to fulfill

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the broader goal of education i.e. all round development of individual ,knowledge of various other discipline should be imparted to the learner. This will help students to build certain skills that will allow them to learn new concept that can broaden their horizons. Making education multi dimensional does not only mean opening up the minds of the students to learn things thoroughly but it also gives them different perspectives which can improve their thinking process as well.

Now this book "MULTI DIMENSIONAL CONCEPTS OF EDUCATION" will mainly focus on different contents and areas covered under the discipline of education such as economics of education, historical perspective of education, educational psychology, philosophical foundation of education, sociological basis of education etc. This book reflects the ideas and thoughts of different stakeholders in the field of higher education. The language is quite simple and easy to understand. The topics covered in the book can give a clear picture of the multi dimensional concepts of education. The book is prepared keeping in view the growing demands of the interest of the stakeholders, especially in higher educational system in India. It is believed that this book can fulfill the needs of the learners from different backgrounds and disciplines. We hope the attempts and hard work of the editors can provide proper knowledge and understanding of the concepts and can bring fruitful and positive results. Feedbacks and suggestions to improve our work are welcomed and will be highly appreciated.

This book is an initiative of the Department of Education, Sonari College. We are thankful to the contributors for their papers and articles. We extend our gratitude to the principal of Sonari College, Dr. Bimal Chandra Gogoi for providing support towards publication of the book. We thank the faculty members of education department and the entire college fraternity for their guidance and whole hearted support. We extend our gratitude to Mr. Chinmoyjyoti Hazarika, the proprietor of Hanchipat Prakashon and all the staff of the enterprise for their sincere effort in bringing out of the book methodically. This book is a humble effort of the Education Department to encourage research and develop knowledge relating to the various concepts and dimensions in Education. It is our sincere hope that the content will be of help to researchers, students and teachers interested in the subject.

Editors

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PRINCIPAL'S NOTE

Dr. Bimal Chandra Gogoi
Principal
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"Education is the manifestation of the divine perfection already in man" - Swami Vivekananda.

The Department of Education, Sonari College, has been playing vital role in teaching-learning environment of the college from its establishment. students are eager to enroll themselves for Honours as well as for Non-Honours courses in the department of education.

Writing and publishing research papers, articles etc. by teachers and students are encouraging. Research has become essential for students and teachers of colleges which is clearly indicated in NEP, 2020.

It is inspiring that the department of education is going to publish an edited book of academic articles and research papers. I am pleased to convey my best wishes to the editors of the book entitled " Multidimensional Concepts of Education". I hope this book will enlighten various dimensions of education and thereby contribute towards knowledge and society.



OVERHAULING TEACHER EDUCATION THROUGH EDUCATIONAL TECHNOLOGY, ICT, AND TEACHING EDUCATION

Dr. Angita Sarmah Boruah

Abstract: Teachers play the key role in the system of education. Thus, producing teachers is the obligation of teacher education programme. Teacher education is being overhauled through educational technology, ICT and teaching education in order to get desired outcome on the part of teachers. This paper is a humble attempt to study the role of educational technology, ICT and teaching education in the field of teacher education. Educational technology is widely used in the field of teacher education. EDUSAT is the first Indian Satellite built exclusively to serve the educational sector. There are some other types of educational technologies, like audio technology, video technology, computers, tablets, mobile devices, social networks, webcams, interactive whiteboards, virtual classroom, Learning Management System etc. are used in the field of teacher education. Teacher education is being overhauled by ICT, because ICT can enhance critical thinking, information handling skills, higher level conceptualization and solve problem. Education is the specific subject through which we can ensure all-round development of our personality. Through education, we can learn how to bring desirable behavior among the students.

Key words: overhauling, teacher education, educational technology, ICT, teaching education.

Introduction:

Quality education depends on quality teaching. The strength of an educational system must largely depend upon the quality of its teachers. Teacher performance is the most crucial input in the field of education. However lofty the aims, however modern and abundant the equipment, however effective the administration, whatever policies may be laid down, those have to be interpreted and implemented by teachers through teaching-learning process. In the absence of an effective teacher all these will prove in fructuous. On the other hand, teaching is not like inducing a chemical reaction, it is much more like painting a picture or composing a musical melody or on a lower level like cultivating a garden or writing a letter.

Teaching is a spontaneous communication between the teacher and the pupils. A good teacher is adaptable, enthusiastic, forceful, healthy, honest, industrious, neat, open minded, original, progressive as well as informed. So, identification of qualified, competent teaching personal is the most important of all educational concerns. Producing such teachers is another obligation of education.

According to the NPE, 1986 teacher education is a continuous process and its pre-service and in-service components are inseparable. Thus, the system of teacher education should be overhauled because much of the teacher education is irrelevant to contemporary requirements. So, the new programme of teacher education should emphasize on continuing education and educational technology and ICT. It is important to integrate educational technology into teacher education programme.

Overhauling teacher education through educational technology:

Now a days, educational technology is widely used in the field of teacher education. On the other hand, teacher education is being overhauled by the use of educational technology. EDUSAT is the first Indian satellite built exclusively to serve the educational sector. It is mainly intended to meet the demand for an interactive satellite-based distance education system for the country. It strongly reflects India's commitment to use space technology for national development especially for the development of the population in remote and rural locations. The Virtual Classroom Technology on EDUSAT for Rural Schools programme is for harness the satellite for teacher training programmes, providing high speed net connectivity to schools and for implementing learning management solutions. The lectures are transmitted to the satellite from where they are beamed back to earth covering a large geographical area to impart training to teachers and students in school.

Skype, now owned by Micro-soft has created a platform for teachers called Skype in the classroom. It allows teachers to create projects that they can then share with other classes across the globe.

With the advent of World Wide Web in the 1990's, teachers embarked on the method using emerging technologies to employ multi-object-oriented sites to help in virtual learning. By 1994, with the invention of internet and webcams, educators can simply record lessons live and upload them on the website page. There are currently wide varieties of online education that are reachable for colleges, universities and K-12 students. Now teachers receive quick lecture feedbacks from their students through online learning system.

The idea of virtual education soon became popular and many institutions began following the new norm in the education history. Online education is rapidly increasing and becoming as a viable alternative for traditional classrooms. Today the prevailing paradigm is computer-mediated communication (CMC), where the primary interaction is between learners and instructors, mediated by the computer. It is noteworthy to mention that teachers should be provided training on educational technology for integration of educational technology in classroom. The current school curriculum tends to guide teachers in training students to be autonomous problem solvers. Some of the educational technologies that are used in teacher education include:

1. Audio technology and video technology: Radio is the important educational technology while classroom microphones, often wireless can enable learners and educators to interact more clearly. Video technology can help us to watch videos from You tube, teacher tube, Skype, adobe connect and webcams.

2. Computers, tablets and mobile devices: Computers and tablets enable learners and educators to access websites as well as programs such as micro-soft word, power point, PDF files and images. Many mobile devices support m-learning.

3. Social networks: Social networking encourages collaboration and engagement of students and teachers. Social networking sites provide a platform for building collaborative learning and communities.

4. Webcams: Webcams have enabled creation of virtual classrooms and virtual learning environment.

5. Interactive Whiteboards: Interactive whiteboards allow learners and instructors to write on the touch screen through which we can interact with the whiteboard.

6. Virtual classroom: A Virtual Learning Environment (VLE) Also known as a learning platform, simulates a virtual classroom by mixing several communication technologies. A virtual classroom also provides the opportunity for students to receive direct instruction from a qualified teacher in an interactive environment.

7. Learning Management System: A Learning Management System(LMS) is software used for delivering, tracking and managing training and education. In LMS, educators can post announcements, grade assignments, check on course activity and participate in class discussion. Internet based LMS allow educators to run a learning system partially or fully online.

Overhauling teacher education through ICT:

There is an important role of ICT in overhauling teacher education programme. We cannot underestimate the importance of ICT for enhancing quality teacher education programme. ICT is the most significant challenges now confronting teachers, schools and teacher education. Teachers have to be trained to handle ICT and to manage it effectively in the teaching-learning system. Before going to discuss about overhauling teacher education through ICT, we have to first know the meaning.

Information Technology: It is the term used to describe the items of equipment(hardware) and computer(software) that allow us to access, retrieve, store, organize, manipulate and present information by electronic means. Personal computers, scanners and digital cameras fit into the hardware category; database storage programs and multimedia programs all fit into the software category.

Communication technology: It is the term used to describe telecommunications equipment through which

information can be sought and accessed, for example, phones, faxes modems and computers.

Teacher education is now being overhauled by ICT, because ICT can enhance:

- * Critical thinking
- * Information handling skills
- * Higher level conceptualization and
- * Solve problem.

One of the important focus in the teacher education system is equipping teachers with a pedagogy that enables them to integrate relevant information and communication technology with the process of teaching and learning. Teacher education has to change its content, approach and methods to accept the information and communication revolution in the society. Teachers should be able to use ICT to create and monitor individual and group student project plans, as well as access experts and collaborate with other teachers making use of networks to access information, colleagues and other experts in supporting their own professional development. Educational systems around the world are under increasing pressure to use the new Information and Communication Technologies to teach students the knowledge and skills they need in 21st century. For a pre-service teacher education programme without an integration of Information and Communication Technology it could not be said to be a complete one. Hence, arises the need to study the status of ICT education in teacher training institutes and utilization of ICT by teachers at school level. Use of ICTs, particularly computer technologies, is correlated to positive academic outcomes, including higher test scores, better attitudes toward schools and better understanding of abstract concepts. ICTs can be used as tools for training and support of teachers,

regardless of their geographical dispersion. The use of technology for teacher training has at least three major advantages: it reduces travel costs, avoids disrupting classroom routines and familiarizes the teachers with the technology. ICT can change the way teachers teach and that it is especially useful in supporting more student-centered approaches to instruction and in developing the higher order skills and promoting collaborative activities. Recognizing the importance of ICT in teaching and learning, a majority of the countries in the world have provided ICT teacher training in a variety of forms and degrees. ICT teacher training can take many forms. Teachers can be trained to learn how to use ICT or teachers can be trained via ICT. ICT can be used as a core or a complementary means to the teacher training process. Thus, ICT can be used as a core technology for teacher training. In this approach, ICT is used as the major way of providing the learning experience of teacher training. The digital technology is frequently becoming the core technology of ICT teacher training.

Overhauling teacher education through teaching education

An educational institution performs a significant function of providing learning experiences to lead their students from the darkness of ignorance to the light of knowledge. The key personnel in the institutions who play an important role to bring about this transformation are teachers. The teacher is the most important element in any educational programme. It is the teacher who is mainly responsible for implementation of the educational process at any stage.

So, it is the teacher education through which a perfect teacher can be prepared. Teacher education encompasses teaching skills, sound pedagogical theory and professional

skills. Teaching skills would include providing training and practice in the different techniques, approaches and strategies that would help the teachers to plan and impart instruction, provide appropriate reinforcement and conduct effective assessment. It includes effective classroom management skills, preparation and use of instructional materials and communication skills.

Pedagogical theory includes the philosophical, sociological and psychological considerations that would enable the teachers to have a sound basis for practicing the teaching skills in the classroom.

Professional skills include the techniques, strategies and approaches that would help teachers to grow in the profession and also work towards the growth of the profession. It includes soft skills, counseling skills, interpersonal skills, computer skills, information retrieving and management skills and above all lifelong learning skills.

So, these skills can be developed by teaching education. Education is the specific subject through which we can ensure all-round development of our personality. Through education, we can learn how to bring desirable behavior among the students. We can develop idea of how-to bring motivation among the students, how to create interest and how to sustain interest and attention throughout the class among the students. In this present century, ICT has a significant impact upon our life as well as upon the field of education. Education can develop interest among the students towards ICT and how to introduce ICT in classroom environment and how students will become active participant in the teaching-learning process. Education can create environmental awareness among the students. Students can learn about the current issues concerning development, psychology etc.

Conclusion: Thus, in concluding remark, we can tell that teacher education is being overhauled by the use of educational technology, ICT and education. Educational technology, ICT and teaching education has far reached consequences in the field of education. It develops certain skills among the teachers to make the classroom communication more effectively. It develops confidence among teachers to tackle the problems of students. Thus, overhauling teacher education through educational technology, ICT along with teaching education can ensure quality education by making quality teachers.

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VALUE-BASED EDUCATION FOR ENVIRONMENT AND SUSTAINABLE DEVELOPMENT

Mr. Jyoti Prasad Phukon

Abstract :

Value based environmental education make one conscious about the need to understand the consequences of human actions. Truth, righteous, conduct, peace, love and non-violence are the basic values that should be incorporated in environmental education programme. The programme of values based environmental education can be built by adopting different approaches. Mass-media can also play a primary role in this direction. It is also essential that government should take initiatives for introduction of value based education on environmental education. Value based education related to sustainable development is a primary importance for the development of the nature which can make the environment as good as healthy and holy for the living world as a whole. Different values impact on the environment for its sustainability, environmental education is to succeed in making individuals and communities understand the complex nature of the natural and the man built environments resulting from the interaction of their biological, physical, social, economic and cultural aspects and require the knowledge, ethics, values, attitudes and practical skills to participate in a responsible and effective way in anticipating and solving

environmental problems, and in the management of the quality of the environment. The paper is trying to explain different aspects of values and factors related to sustainable development of environment. The paper is an attempt to analyze different aspects and factors related to degradation of natural rules and impact of interference of difference agencies on nature and it tries to give some of the measures for sustainable environmental development. This paper is going to describe the measure for protection of nature and environment as we required for our future.

Key words: - Environment, Sustainable development, Value based, environmental factors, quality environment, Mass media, government, problems.

Introduction:

Chandogya Upanisada says "The earth is an example of what strength can do. Earth sustains everything through its own strength. In fact, everything in nature is sustained by its own inherent strength. It is not strength borrowed from something else."

"Education in environmental matters for the younger generation as well as adults giving due consideration for the underprivileged is essential" (Palmer, 1985)

Value based environmental education realized the need and benefits of environmental education, it is necessary to inculcate the education in school programme. Environmental education makes one conscious about the need to understand the consequences of human actions and the manner in which the degree of harm arising therefrom can be reduced. It also enables an individual to

engage himself in a set of activities which result in regeneration of environmental resources. The programmes of values based environmental education can be built adopting different approaches as a separate subject. Value education is the process by which people give moral values to others. It can be an activity that can take place in any organization during which people are assisted by others, who may be older, in a condition experienced to make explicit our in order to assess the effectiveness of these values and associated behavior for their own and others' long term well-being, and to reflect on and acquire other values and behavior which they recognize as being more effective for long term well-being of self and others. The definition of value education refers to it as the process that gives young people an initiation into values, giving knowledge of the rules needed to function in this mode of relating to other people, and to seek the development in the student a grasp of certain underlying principles, together with the ability to apply these rules intelligently. Some researchers use the concept of value education as an umbrella of concepts that includes moral education and citizenship education. Themes that value education can address to varying degrees are character, moral development, Religious Education, Spiritual development, citizenship education, personal development, social development and cultural development.

The UN 2030 Agenda and the Sustainable Development Goals have reaffirmed the desire of all countries and peoples to achieve a sustainable society. This ambition at the highest level now needs to be translated

into action. Government efforts will be necessary but not sufficient. Everyone needs to share in this ambition, but how can this be achieved at the scale needed? Education must be a key part of this agenda. In present days environmental awareness is more widespread, and with the new technologies of information the access to environmental knowledge is potentially universal. By adopting the agenda on 25 September 2015 of the 2030 Agenda for Sustainable Development and the Sustainable Development Goals by the UN General Assembly Summit, the international community has redefined sustainable development for the first time since Agenda 21, and given it specific time-bound targets. This is an aspirational, integrated and coherent agenda, with the environment reflected across all the goals. Education is specifically included as goal of this agenda, but it also benefits all the other Sustainable Development Goals.

Values-based education for sustainability has been developing over the last several years to address this knowledge-action gap. In many places around the world, small-scale projects have been flourishing, supported by research on methodologies and networking to share experience. The United Nation Decade of Education for Sustainable Development and its successor Global Plan of Action have been one catalyst; the Partnership for Education and Research about Responsible Living has been another. Efforts to develop education based on concepts of global citizenship, sustainable lifestyles, and sustainable consumption have also contributed. Faith and ethics based and inter-faith groups have also been active, along with

groups focusing on ethics, both religious and secular. The Pope's recent encyclical, the Islamic Declaration on Climate Change, statements of the Bahais' International Community, and others have shown a unanimity of thought when it comes to ethical responsibility for the environmental and social challenges facing the world today. All of this provides material for values-based education to advance rapidly.

Objectives :

The objectives of this study are as follows

1. To know the different types of pollution which are harming the quality of nature?
2. To know the awareness issues regarding environmental sustainability.
3. What are the values and sustainable development?
4. Science, technology for sustainable development, curriculum development and need of environmental value education.
5. Creating environmental awareness for sustainability.
6. To know the environmental values.

Methodologies :

1. Personal observation
2. Data collected from different sources.
3. Different Philosophical data from holy books, journals, books, media, internet and other sources.

Observations :

As per observation from different sources it can be determined that our environment is being polluting day by day which is harming the nature and cause threat to

the living world as well as nature. These pollutions may be air pollution which fills our lungs with deadly substances, water pollution is going to rapid eradication of what little freshwater we have left and land pollution is causing once-fertile lands to become little more than deserts. The unconscious throwing of the harmful materials and the chemicals to the nature is creating a havoc situation to the nature and making change to the nature. These conditions are greatly affecting the nature and its sustainability.

As regard to the sustainability of nature we must be aware about the following regards -

The difference between sustainable development and environmental sustainability, unique definition for sustainable development and how much we should depend on Science and Technology alone deliver environmental sustainability? Values are the qualities on which worth, desirability, or utility depend. They are principles or rules generated by an ethical or spiritual framework. Values are those which determine how humans relate to each other. They are the social equivalent of DNA, encoding the information through which society is structured.

Some of the values most relevant to sustainability are justice and equity, honesty and trustworthiness, integrity and altruism, respect for nature and the planet, and the golden rule of reciprocity. Where these are strong, a virtuous life becomes its own reward, and society becomes largely self-regulating. Where the ethical foundations are weak, society must fall back on laws and institutions for enforcement and punishment in a top-

down regulation of society that is costly and inefficient. The stronger the ethical framework and its application, the less need for law and order; it is a more cost-effective, process-based solution to social organization.

Intimately linked with the role of knowledge in human civilization is that of values. The goals and pursuits of any society are driven by the values that society chooses to prioritize. Values that define humans only as well-endowed animals, that emphasize immediate material well-being and gratification, that favour one group at the expense of others, that encourage individualistic hedonistic self-satisfaction over the family, community or society as a whole, and that focus on the short term over the long term, have pushed civilization in very unsustainable directions. Such values are at the root of the planet's dilemma.

In the current era of rampant individualism in Western culture, promotion of a global, collective system of values may seem unrealistic. Fortunately, common values run through all the great religious, spiritual and cultural traditions and form the foundation of human and other rights. For example, global solidarity based on the recognition of the oneness of humanity can place individual decisions within their broader context and create a feeling of responsibility for the rest of humankind. Work can be seen not only as a way of earning income, but in a more spiritual organizations and the media are just as important as formal schooling and that the goals of advertising, for instance, should be aligned to the goals of creating a sustainable community.

The fourth step in education for sustainable development is to acknowledge that there is a spiritual aspect to human life that has been pushed aside in the pursuit of material wellbeing. Education needs to recognize the complementarity of science and religion and the essential roles of each in context as a form of service to humanity. This motivation leads to the pursuit of opportunities that result in economic, social and spiritual progress. The practice of moderation and contentment can help to solve the social and environmental problems originating from excessive consumption.

Sustainable development means that "Development that meets the needs of the present without compromising the ability of future generation to meet their own needs". The resource base is not inexhaustible; sustainable development is economic development. Without environmental sustainability it is impossible to achieve sustainable development. Operational definition must be based on the reduction in consumption of goods and services by the affluent within and between nations. The production and consumption must be curbed to achieve even a modest degree of sustainable development and determined efforts must be made to reduce consumption through formal education

As future planners, designers, builders and decision makers, students should bear special responsibility in protecting the integrity of nature and the natural environment. Human beings are rational creatures who have an innate need to rationalize all their actions and thoughts. Moral philosophy provides this rationale and

by doing so gives us our humanity. Albert Einstein's statement "Science without philosophy is just mechanics".

For developing the curricula our focus must be on reducing consumption with a view to achieving sustainability. The content should be holistic, covering all essential aspects. The content should comprise two strategic elements.

The 'end-of-the-pipe' element based on science and technology to deal with pollution already produced and the 'before-the-pipe' element concerned with pollution prevention and reduction.

Most people identify themselves as religious and/or spiritual, and for many, their faiths call them to live in ways that respect and care for all life, present and future, and to focus on being more, not having more, after basic needs are met. A new education paradigm is needed. The focus should be on the requirements of sustainable development and fostering cooperation instead of competition. The aim should be to help the child discover its unique potential, rather than solely concentrating on the acquisition of skills to be competitive in the job market. Such an educational approach would be participatory, interactive, integrative, value-driven, and knowledge-based.

The first step is to draw on the wisdom of the local community in creating a school and curriculum appropriate for that specific situation, while placing it in the global context. The community needs to plan where it wants to be tomorrow, how it will get there and the role to be played by educating the children. If community members,

including the children, participate in deciding what should be learned, education will be meaningful. In this way people will become concerned, then committed and then take action.

The second step is to change the emphasis from curriculum development to human development. Education must include training in communication, decision making, problem solving, and creativity, conflict resolution, envisioning the future and change management.

The third step is to acknowledge that in education, the roles of family, business, commercial interests, non-governmental creating a prosperous and sustainable society.

Integration among the three elements is essential for sustainable development. Scientific knowledge without values can produce materialism, exploitation and destruction. Religious values and ethics without reason can lead to superstition and fanaticism. Education must bring both knowledge and values together to be effective. Since sustainability is many things to many people, we need to extract from our understanding a sense of common purpose which can be shared by all peoples.

Action on sustainable development also requires a balance among its three pillars of economic development or material welfare, social development, and environmental protection, and the ethical dimension of justice now and for generations to come. Each society, each nation and community, must find its own balance among these dimensions, applying the principles of a global vision

of sustainability in ways and means appropriate to its own circumstances.

The path towards a sustainable global civilization involves many participants. The balance of leadership is now shared more widely among governments, civil society, the private sector and NGOs.

Conclusions and discussion :

Education for an inclusive green economy and sustainable consumption and production (SCP) and resource efficiency fit naturally with Sustainable Development Goals targets: 7.1 (access to energy), 7.2 (renewable energy), 7.3 (energy efficiency), 7.4 (clean energy technologies), 8.4 (resource efficiency and decoupling), 8.9 (sustainable tourism) and 17.6 (science, technology and innovation). With a 15-year time frame, an investment in the education of young people will have an important payoff. Many indigenous and rural populations have a unique understanding of and relationship with the natural environment incorporated in their culture, forming part of humanity's cultural capital linked to its natural capital. One of the most significant issues to be explored is the involvement of both traditional and emerging media of communications. There is a need to draw attention to and reward significant environmental innovations, institutional transformations, and educational efforts to close the knowledge-action gap. Another need is to address what motivates people for transformative action, to invest in sustainable communities and cities, and to live more responsibly. This should be a specific focus for education and public information, supported by the necessary

research and development of values-based educational tools and approaches.

Economic, Industrial and any development will be a big Zero if it will not be related with sustainable for environment. Our approaches towards the nation have to be correlated, cooperative and friendly; otherwise development will be meaningless and our future generation will put us a mark of Big Question. Our development has to be based on ethics and values. Every Values and ethics putted by our tradition and different religious mythology as well as scientific beliefs.

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EDUCATION AND AWARENESS IN SUSTAINABLE RURAL DEVELOPMENT

Dr. Pronita Kalita

Abstract:

Human generation has prospered immensely throughout the centuries at the stake of nature or against the laws of nature. The cause of this massive material prosperity is leading the present generation through the most challenging course of human existence putting the most formidable question mark(?) on survival. Sustainable development is a novel concept, which has become the most sought-after coffee table topic of the scholars and in some cases more than that. The term sustainable development is commonly defined as development that meets the need of the present without compromising the ability of future generation to meet their own needs. Sustainable rural development is a process and concept which seeks and brings social change and economic development to achieve the goal of improving their life expectancy and quality and also preserves the environment of rural area. Education is the most powerful mean to create awareness among the rural people about sustainable development. In this paper an attempt has been taken to analyze the different aspects related to sustainable rural development and the role of education in this process. Descriptive method is used to analysis the different ideas and data have been collected from secondary sources for this study.

Key words –Education, Education and awareness, Sustainable development, Sustainable rural development.

1.0. Introduction

Development is both cause and consequence of change. Change is inevitable in every aspect of life. Both rural and urban people are influenced by changes and developments. Lives in urban area is easier and more blissful than lives in rural area now-a-days. In rural society development is often pushed back by so many issues aroused of ignorance and orthodox culture. Rural development is attainable through strong and planned educational, social, economical, and cultural strategy. Among these education is the most powerful mean of creating awareness on sustainable rural development.

2.0. Objectives

The objectives of this discussion are -

- 2.1. To focus on concept of sustainable rural development.
- 2.2. To analyse the role of education to create awareness in sustainable rural development.
- 2.3. To find out the problems and provide some suggestive measures.

3.0. Significance of the study

Rural development is a concept which is very frequently used in contemporary discussions. Rural development concept refers to overall development of rural areas and improvement of quality of the life of the rural people. Sustainable rural development helps to change the rural productivity economy without harming the rural environment and landscapes. Proper and sustainable rural development ensures the growth and

developments of the society and nation.

4.0. Methodology of the study

In this study descriptive method is used to discuss the concepts and analytical method is used to discuss the role of education to create awareness in sustainable rural development. The source of the data are secondary and these are collected from different books, journals and internet etc.

5.0. Concept of Sustainable rural development

Development is a never ending process. It is also a subjective and value-loaded process. The concept of development is diverse for man to man. The word 'sustainable' defines the capability of being sustained. It also means the ability to be maintained at a certain rate or level. Sometimes, the word, 'sustainable' is used to explain the ability to continue over a period of time. Sustainable development has become a buzzword now-a-days. According to the World Commission on Environment and Development (WCED 1987: 43) - "Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs." This commission promoted the concept of sustainable development and it was popularized by the Rio Conference (UNCED, 1992). The term sustainable development also considers the equality between countries and continents, races and classes, gender and ages. Within the framework of its international environment education programs, the United Nations Educational Scientific and Cultural Organization (UNESCO) even proposes sustainable development as the ultimate goal of 'Man's' relation with the environment. The present

decades sees sustainable development as the secured way of economic and social development.

Sustainable rural development is mainly related with development of rural economy and standard of rural people's lives. It is comprehensive and multidimensional concept and encompasses the development of agriculture and allied activities, villages and cottage industries, crafts, socio-economic infrastructures, community services and facilities and above all the human resources in rural areas. Sustainable rural development is a choice that is influenced by time space and culture. It can be termed as a strategy to enable a specific group of people, poor rural men and women, to gain for themselves and their children more of what they want and need in future. Sometimes, related to economic growth sustainable rural development process typically involves changes in popular attitudes and in many cases, even in customs and beliefs.

In respect of geographical location culture and historical stage of development of a society there are at least three basic elements of rural developments -

i. Basic necessities of life - There are some basic needs of an Individual without which it is difficult to survive. These includes - food, cloth, shelter, basic literacy, primary health care and hygiene, security of life and economic stability. These all determine the condition and 'quality of life' of rural people which maintained sustainable rural development.

ii. Self-Respect - Respect, honour and dignity for self is another dimension of development.

iii. Freedom - Political, economic and social freedom of men can easily bring the development in a society.

Sustainable rural development can be possible through increase in per capita income, equal distribution of goods and property, economic, social and ideological freedom and Equitable access to education, health care, employment opportunities and justice.

6.0. Education and awareness in sustainable rural development.

Education is the illumination of human mind. It is the process of generating ideas and incorporation of ideas into action. It is the key factor for human development as well as the development of the whole society with intellectual growth and inspirational attitude. There are basically three types of education. Formal education provides people degrees, diplomas within strict period of time and it has definite rule-regulation and curriculum. Informal education has no limitation of time, space, and area of knowledge. People can learn anything at anytime and anywhere as they wish. Third type of education is also known as alternative education. This type of education has diverse dimension - such as distance education, open education, correspondence education etc. Non-formal education is flexible type of education where people can get degrees, diplomas without much rules and rigidity.

In sustainable rural development education performs an important role in creating awareness among the people of rural areas that they can cope up with the problems. Through formal, informal, and non-formal system education can enlighten the people's attitude and change their work pattern for positive progress of sustainable rural development.

7.0. Problems and suggestive measures.

Education performs mainly four functions in the society - conservation, transformation, reformation and development. Before discussing the role of education in creating awareness in sustainable rural development, it is necessary to analyse different problems and issues related to rural development.

1. Problems and issues related to economy -

Agriculture or cultivation is the main occupation in the rural areas of our country. But low priority to agriculture and low agricultural productivity creates problems in rural development.

Low price of consumer goods in rural area, inflationary pressures upon rural economy. Improper land reform policies, new farm technology, large farms, increased population are some of the significant problems of rural development.

2. Social problems and issues -

Decline of joint family, un-touch ability, gender discrimination, socio-economic disparity between rich and poor, superstitious believes, orthodox social custom, educational backwardness, lack of proper modernized communication system, poor transportation are social issues which tether rural development.

3. Political problems and issues -

Politics is a inseparable element of human society. Stratified social and political system, multiple political ideologies, political process and power relation, low rate of people's participation in politics, criminalisation of politics are some critical issues which hinder rural development.

In rural area administrative set also has a great role in rural development. In rural area, administration can be of different categories - law and order, revenue and development and welfare administration. Collaborative efforts of these three categories bring sustainable rural development closer and make it probable.

Villages are the hubs of resources. Mother Nature has gifted the rural areas with abundant resources of flora and fauna which are enough for development of an area if those are utilized sensibly. In the above cited discussion it is apparent that ignorance is the root of all the problems which slows down rural development. Ignorance confines people in an arena of wrong concepts, fear and superstitions. Lack of proper awareness about community responsibility and government schemes is always a major concern with the rural people. In this context the relevance of education is immense and unparalleled. If some well-deliberate educational measures are exercised, it would surely contribute for sustainable rural development. Some such effective measures have been pointed out below.

1. IT and ICT based education

Traditional education system is not helpful for providing up to date and practical knowledge to students. Information technology and Information and Communication Technology help students to learn about new ideas, innovation etc. to apply in the development of rural areas without causing any damage to the serene environment.

2. Science and Technology

Science and Technology help people to make their lives easy and standard. It also helps to change the believe

and attitude of rural people.

3. Curriculum Reform

Curriculum is the dynamic aspect of education system. Introducing new contents in the curriculum and designing it in a flexible manner would play an explicit role in awakening rural people with the objectives of sustainable development.

4. Concept of SUPW

SUPW, socially useful productive work is a popular concept which was also used by Gandhiji in his Basic education scheme. It is a concept through which it is possible to provide concept of social and rural development.

5. Activity based learning

Activity based education helps the learners to earn firsthand experience or knowledge. Beside theory activity based education can contribute in their professional and day to day lives.

6. Encouragement for small scale industries

Initiative should be taken to train people for cottage industry and small scale industries in the rural areas. Methodical training sessions, workshops, special camp for horticulture, animal husbandry would pave the way for rural development.

7. Concept of dignity of labour

Education doesn't mean simply academic degree or diplomas. Education at its true essence teaches humbleness and develops a temperament to appreciate the dignity of labour. This acknowledgement of dignity of labour strengthens the spirit of human resource.

8. Positive attitude towards social justice

Social justice can be established through educating the rural people in such a way that their perception towards social classification, race and religion can be modified towards the goal of a united village community. Development can't be attained partially. It must reach the last individual of the society. Hence, social justice is extremely exigent for sustainable development.

9. Empowerment of woman through collective undertaking

Women consist the half part of the society. Their education and awareness is obligatory for their active participation in rural development. The concept of self help group and community undertaking can lead the woman towards encouraging economic gain. With support from Government and NGOs the women can be trained to organise cooperative activities of gardening, crafting, knitting and cutting etc.

10. Advertising and market based policy

Advertising and market study is inevitable for growth of business. The rural people should be trained about advertising their products in different mass-media. Social media plays a very significant role in this context and the rural market may take advantage of it diligently. Moreover, selected members from the rural community must be trained with some basic knowledge of market study.

11. Environment education

Environment is the life-line of human civilization. Every person must have awareness regarding our environment. People should learn to co-exist with environment. Rural environment provides resources to

prosper but the rural people must realize their responsibility to look after their surrounding environment. They must know the present worries of environment degradation and what role they need to play to protect environment. Development can't be accepted at the cost of Nature. Rural people should transform them with adequate knowledge to the sentinels of Environment. Sustainable development can be achieved only through this realization and awareness.

8.0. Conclusion

In conclusion it can be said that the prosperity of a country in its true sense comes through the development of rural areas. But rural development does not mean abolishment of rural characters. The rural characters of the country keeps its landscapes green and enchanting. Those charms of Nature must be kept alive for good. Hence, the concept of sustainable development is so relevant. It basically implies a characteristic of a system, a program or a resource to last intact forever.

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বাণীকান্ত কাকতিৰ সাহিত্য সমালোচনা (পুৰণি অসমীয়া সাহিত্যৰ কেইটামান প্ৰবন্ধৰ আলোকত)

ড° বিনীতা মৰাং

০.০ প্ৰস্তাৱনা :

বাণীকান্ত কাকতি অসমীয়া ভাষা সাহিত্যিক সু-শৃংখলাবদ্ধ ৰূপ দিয়াসকলৰ ভিতৰত অন্যতম তথা গৱেষক আৰু চিন্তাবিদসকলৰ এজন। তেওঁ আছিল একাধাৰে শিক্ষাবিদ, ভাষাবিদ, পণ্ডিত আৰু সাহিত্য সমালোচক। “অসমীয়া ভাষা : গঠন আৰু ক্ৰমবিকাশ” (Assamese : Its Formation and Development) শীৰ্ষক গৱেষণাৰ বাবে তেওঁ কলিকতা বিশ্ববিদ্যালয়ৰ পৰা ডক্টৰেট উপাধি লাভ কৰে। তদুপৰি বাণীকান্ত কাকতি আছিল অসমীয়া সাহিত্য সমালোচনাৰ বাটকটীয়া।

১.০ অসমীয়া সাহিত্য সমালোচনাত বাণীকান্ত কাকতিৰ স্থান :

বাণীকান্ত কাকতিৰ হাতত অসমীয়া সাহিত্যৰ প্ৰকৃত সমালোচনাই গঢ় লৈ উঠে। কাকতিৰ সংবেদনশীল, ৰসজ্ঞ, চিন্তাশ্ৰম আৰু অধ্যয়নপুষ্ট মন এটা আছিল আৰু এনে এটা মনেৰেই অসমীয়া ভাষাৰ সাহিত্য-সমালোচনা আৰু সাহিত্য চিন্তাৰ আধুনিক ঐতিহ্যক সক্ৰিয় কৰি তুলিছিল। সংস্কৃত আৰু ইংৰাজী সাহিত্যৰ পৰা আহৰণ কৰা জ্ঞানে মনৰ প্ৰসাৰতা আনিছিল আৰু ভাষাতত্ত্বৰ সূক্ষ্ম আলোচনাৰ প্ৰতি থকা অনুৰাগে তেওঁৰ অনুসন্ধিৎসা বঢ়াইছিল। সেয়ে ক’ব পাৰি অসমীয়া ভাষাত কাকতি সাহিত্য-সমালোচক আৰু সাংস্কৃতিক ইতিহাসৰ গৱেষক। সংস্কৃত আৰু ইংৰাজী সাহিত্যৰ পঠন-পাঠনৰ ফলস্বৰূপে তেওঁৰ কাব্যানুভূতি বেছি গভীৰ হৈ পৰিছিল। সময়ৰ ব্যৱধানে অতীত আৰু আধুনিক লেখকক আঁতৰাই ৰাখিলেও সমালোচকে দূৰ অতীতৰ আৰু ওচৰতে লগ পোৱা আধুনিক লেখকৰ লেখা একোখন পাটতে একেলগে থিয় কৰাই পৰস্পৰৰ তুলনাৰে কাব্য সৌন্দৰ্য গ্ৰহণীয় ৰূপত প্ৰকাশ কৰিছিল। সমালোচনাৰ সময়ত কাকতিয়ে এনে আদৰ্শ চকুৰ আগতে ৰাখিছে। বস্তু সৌন্দৰ্য স্পষ্টতাৰ

কাৰণে তুলনামূলক আলোচনাৰ আৱশ্যকতা তেওঁ উপলব্ধি কৰিছে। তুলনা তেওঁৰ সমালোচনাতো আছে।

মহেশ্বৰ নেওগৰ মতে “পুৰণি আৰু নতুন অসমীয়া সাহিত্যৰ ওপৰত আধুনিক সমালোচনাৰ আলোকপাত কৰোঁতাৰ সৰ্বকালৰ মাজত কাকতি প্ৰধান।”^১ কাকতিৰ প্ৰধান সমালোচনামূলক ৰচনাসমূহ হ’ল — পুৰণি অসমীয়া সাহিত্য, নতুন অসমীয়া সাহিত্য, সাহিত্য আৰু প্ৰেম আদি।

কাকতিৰ সমালোচনাত্মক প্ৰবন্ধ সংখ্যাত সৰহ নহয়। তথাপি কম সংখ্যক ৰচনাৰ মাজেদিয়ে তেওঁৰ বৌদ্ধিক প্ৰতিভা সংযত অথচ অৰ্থব্যঞ্জক ৰূপত পৰিলক্ষিত হয়।

২.০ বাণীকান্ত কাকতিৰ ‘পুৰণি অসমীয়া সাহিত্য’ ত সন্নিৱিষ্ট প্ৰবন্ধ :

‘পুৰণি অসমীয়া সাহিত্য’ অসমীয়া সমালোচনা সাহিত্যৰ গতি ধাৰাৰ অন্যতম শ্ৰেষ্ঠ কীৰ্তিস্বৰূপ। এই সংকলনখনিত পাতনিকে ধৰি মুঠ চৌধ্যাত্য প্ৰবন্ধ আছে। আলোচনা পত্ৰখনত আলোচিত কৰা প্ৰবন্ধসমূহ হ’ল — কুমৰ হৰণ, বধকাব্য, হেমাশুন্দৰী, কাণখোৱা, শংকৰদেৱৰ আধ্যাত্মিক দান, নামঘোষা, বৰগীত, অংকীয়া ভাঙনা আৰু লৌকিক গীত।

২.১ কুমৰ হৰণ :

অনন্ত কন্দলি ৰচিত ‘কুমৰ হৰণ’ কাব্যৰ সূক্ষ্ম বিচাৰ কাকতিৰ ‘কুমৰ হৰণ’ ৰচনাত প্ৰতিফলিত হৈছে। শংকৰদেৱৰ সমসাময়িক কবি অনন্ত কন্দলিক দুটা নামেৰে নামকৰণ কৰিব পাৰি — চন্দ্ৰ ভাৰতী আৰু ভাগৱত ভট্টাচাৰ্য। কুমৰ হৰণ কাব্যৰ মূল দশম ভাগৱত আৰু হৰিবংশৰ পৰা লোৱা হৈছে যদিও হৰিবংশৰ বিষয় বস্তুৰ আহৰণ সৰ্বাধিক। শংকৰদেৱৰ আজ্ঞামতেই অনন্ত কন্দলিয়ে দশমৰ শেহছোৱা অসমীয়ালৈ ভাঙনি কৰিছিল। “কুমৰ হৰণ ৰচনা কৰাৰ পিছতহে দশম ৰচনা কৰা যেন লাগে আৰু কুমৰ হৰণ কাব্যৰ ভালেমান নতুন কথা দশমত অলক্ষিত ভাৱে সোমাই গৈছে। লিখাৰ প্ৰণালীৰ পৰাও কুমৰ হৰণ আগেয়ে লিখা যেন লাগে। ইয়াৰ পদবোৰত নবীন কবিৰ প্ৰাচুৰ্য আৰু আড়ম্বৰ পৰিলক্ষিত হয়। দশমৰ পদবোৰ সংযত আৰু গহীন ধৰণৰ।”^২

পুৰণি শোণিতপুৰ ৰাজ্যৰ বাণ ৰজা আছিল প্ৰবল শিৱ ভক্ত। উষা নামেৰে বাণ ৰজাৰ এজনী ৰূপৱতী কন্যা আছিল। কালিদাসৰ ‘কুমাৰ সন্তৰ’ ৰ দৰেই

নায়িকাকেন্দ্ৰিক বৰ্ণনাৰে কাকতিয়ে 'কুমৰ হৰণ' ৰচনা কৰিছে। কাহিনীক মুখ্য কৰি উপকাহিনী সংযোজন কৰাটো কাব্যৰ এটা মূল নিয়ম। 'কুমৰ হৰণ' কাব্যত মূল কাহিনীক সৰ্বপ্ৰধান কৰি অন্য ঘটনা উপস্থাপন হোৱা বুলি কাকতিয়ে উল্লেখ কৰিছে। "উষাৰ অৱৰোধ আৰু চিত্ৰলেখাৰ লগত হৰ-গৌৰী মন্দিৰলৈ গৈ বৰমাগনি, উষাৰ স্বপ্ন বিৱৰণ, চিত্ৰলেখাৰ হৰণলুকী মায়া আৰু তাৰ সাধনাৰ উপায়, উষা সম্পৰ্কে অনিৰুদ্ধৰ অজ্ঞতা আদিয়ে কাব্যক কেনেদৰে মনোমোহা আৰু মৌলিক কৰি তুলিছে তাকে উল্লেখ কৰিছে।"১০ অসমীয়া কবিয়ে যে কাব্যৰ নিৰপেক্ষতা অৱলম্বন কৰি ঘটনাক্ৰমে অন্তিম পৰ্যায়ত চিত্ৰলেখাক উপেক্ষিত কৰা নাই, সেই বিষয়েও কাকতিয়ে উল্লেখ কৰিছে। অৱশ্যে, ভাগৱতত অনিৰুদ্ধ হৰণৰ পিছত চিত্ৰলেখাৰ উল্লেখ পোৱা নাযায়; আনহাতে হৰিৎশত যুদ্ধৰ শেষত চিত্ৰলেখা অন্তৰ্ধান হৈছে। কিন্তু অসমীয়া কবিয়ে যুদ্ধৰ অন্তত অনিৰুদ্ধৰ অনুযোগমতে যদুবীৰ গদৰ সৈতে চিত্ৰলেখাৰ বিবাহ সম্পন্ন হোৱা দেখুৱাই কাব্যৰ পিপাসুকলৰ মনত সন্তোষ দিছে। কুমৰ হৰণ কাব্যত এক সূক্ষ্ম আৰু নিৰ্মোহ বিশ্লেষণ আগবঢ়াই এক মাধুৰ্যপূৰ্ণ মন্তব্যৰে কাকতিয়ে ইয়াৰ সামৰণি মাৰিছে : "গোট্টেই কবিতাটো জোনাকী নিশাৰ আকাশী পৰীৰ লীলা খেলা যেন লাগে। তাত অসম্পূৰ্ণ বাস্তৱ জীৱনৰ কোনো ছায়া নাই।"১১

২.২ বধকাব্য :

ৰামসৰস্বতী ৰচিত বধকাব্যসমূহৰ আলম লৈ কাকতিয়ে বধকাব্য ৰচনা কৰিছে। সামাজিক জীৱনৰ মানসিক আৰু আধ্যাত্মিকতাত গভীৰভাৱে ৰেখাপাত কৰা এই বধকাব্যবিলাকৰ আখ্যানবোৰ মহাভাৰতৰ বনপৰ্বক আশ্ৰয় কৰি ৰচনা কৰা হৈছে। তৃণমূল পৰ্যায়ৰ মানুহৰ বাবে সাহিত্য মনোৰঞ্জনৰ আহিলা স্বৰূপ কাকতিয়ে বধকাব্যৰ অন্তৰ্নিহিত ৰূপৰ মাজেৰে সামাজিক উদ্দেশ্য সাধনত বৈষ্ণৱ সাহিত্যই কেনেদৰে ফলৱতী হৈছে তাকে ক'ব বিচাৰিছে। তেওঁ সেয়ে বৈষ্ণৱ সাহিত্যক 'সৰ্বাংগীন সাহিত্য' আখ্যা দিছে : "বৈষ্ণৱ সাহিত্যই অসমীয়া সামাজিক জীৱনত আজিলৈকে তৰ্কিব নোৱাৰাকৈ অপৰূপভাৱে জ্ঞান আৰু আনন্দ দান কৰি আহিছে। সামাজিক জীৱনৰ মানসিক আৰু আধ্যাত্মিক খোৰাক যোগোৱা হিচাপে বৈষ্ণৱ সাহিত্যক সৰ্বাংগীন সাহিত্য বুলিব পাৰি।"১২ কাকতিয়ে অনুমান কৰিছে যে বৈষ্ণৱ আন্দোলনৰ ফলত লোকসমাজত ৰামায়ণতকৈ মহাভাৰতৰ

প্ৰচাৰ বেছি। ৰামায়ণৰ ৰামচন্দ্ৰ ঈশ্বৰ অৱতাৰ আৰু তেওঁ দুখ-দুৰ্গতিৰ মাজতো অসাধ্য সাধন কৰি নিজ মহত্ব দেখুৱাইছে। আনহাতে মহাভাৰতত শত্ৰুৰ দ্বাৰা লাঞ্চিত, ৰাজ্যৰ পৰা বিতাড়িত, নিঃসহায়, বন্ধুহীন পাণ্ডু-পুত্ৰসকলে বনৰ মাজত অন্যান্য দুখ-দুৰ্গতিৰ মহৌষধ স্বৰূপ কৃষ্ণকাম হৃদয়ত ধাৰণ কৰি সকলো সংকটৰ পৰা নিৰাময় পাইছে। কৃষ্ণ ওচৰত একান্ত শৰণেই সংকট নাশনৰ একমাত্ৰ উপায়। ভক্তি-মাহাত্ম্য ৰঞ্জক মহাভাৰতৰ এনে ৰূপৰ বাবেই এই গ্ৰন্থ বৈষ্ণৱ কবিসকলৰ অতি আদৰৰ।

বধকাব্যসমূহৰ মাজত কাকতিয়ে সাম্যভাৱৰ আদৰ্শ আৱিষ্কাৰ কৰিছে। জগতত সাম্যভাৱ প্ৰৱৰ্তনৰ প্ৰচেষ্টাই বধ কাব্যবোৰৰ মজ্জাগত ভাৱৰ প্ৰকাশ বুলি দেখুৱাইছে। কাকতিয়ে বধকাব্যসমূহৰ স্থান নিৰূপণৰ বাবে ইউৰোপৰ মধ্যযুগৰ ৰোমাঞ্চ কাব্যবোৰৰ লগত তুলনা কৰিছে। আদৰ্শাত্মক হিচাপে বধকাব্যবোৰৰ অন্তৰ্নিহিত ৰূপৰ এনে বিশ্লেষণ সামাজিক দিশৰ পৰা তাৎপৰ্যপূৰ্ণ। কাকতিয়ে তেওঁৰ সমালোচনাত বধকাব্যৰ এই দিশসমূহৰ ওপৰত বিশেষভাৱে নিৰীক্ষণ কৰা পৰিলক্ষিত হৈছে। সাহিত্যৰ সাহিত্যিক মূল্য নিৰূপণ কৰাৰ লগতে সামাজিক মূল্যও নিৰ্ণয় কৰিছে।

২.৩ হেমা সুন্দৰী :

'হেমা সুন্দৰী' ৰচনাত অশ্বকৰ্ণবধৰ হেমা সুন্দৰীৰ চৰিত্ৰটিক লৈ আকৰ্ষণীয় ৰূপত কাকতিয়ে আলোচনা দাঙি ধৰিছে। কাকতিয়ে হেমা চৰিত্ৰৰ লগত ইংৰাজ কবি স্পেন্সাৰৰ যুনা সুন্দৰীৰ সাদৃশ্য দেখুৱাইছে। ৰূপক আৰু আখ্যান হিচাপে 'বধকাব্য'ৰ আলোচনা ইতিমধ্যে 'বধকাব্য'ত আলোচিত হৈছে। "লোকমনোৰঞ্জন আৰু আনহাতে ধৰ্মশিক্ষা — এই দ্ব্যৰ্থভাৱত বধকাব্যসমূহৰ স্থিতি লোকসমাজত শক্তিশালী। বধকাব্যৰ ৰচনাকাৰে ৰূপকতকৈ আখ্যান হিচাপে অতি মনোগ্ৰাহীকৈ ৰচনা কৰিছিল আৰু চৰিত্ৰ অংকনতো বিশেষ দক্ষতা দেখুৱাইছিল।"১৩ কাকতিয়ে হেমা সুন্দৰী চৰিত্ৰ মাজেৰে বুদ্ধিদীপ্তিমান, তেজস্বিতা, চাতুৰ্য আদি বিবিধ গুণ অংকিত কৰিছে। হেমা চৰিত্ৰৰ চিত্ৰণত বৈষ্ণৱ কবিৰ দক্ষতা কাকতিয়ে বিশ্লেষণ কৰিছে।

২.৪ কাণখোৱা :

শ্ৰীধৰ কন্দলীৰ 'কাণখোৱা' কবিতাটিৰ আলমত বাণীকান্ত কাকতিয়ে

শিশু জীৱনৰ নিকপটীয়া প্ৰাণৰ প্ৰতিবিন্ধ আনপিনে প্ৰশান্ত ভক্তিতাৰ পূৰ্ণ চন্দ্ৰৰ স্বৰূপ আলোচনা কৰিছে। সকলোৰে জনপ্ৰিয়তা আৰু মনোমোহা 'কাণখোৱা' কবিতাত পোৱা শ্ৰীকৃষ্ণৰ শিশু ৰূপৰ চিত্ৰণৰ বিষয়ে কাকতিয়ে উল্লেখ কৰিছে : "শিশু জীৱনৰ অশেষ আনন্দ, কাৰুণ্য, ভেম, চাতুৰী তেওঁলোকৰ কবিতাবোৰৰ নিচিনাকৈ ক'তো প্ৰকাশ হোৱা দেখা নাযায়। কৃষ্ণৰ নাম বাদ দিলে এইবোৰ কবিতা যেই-সেই শিশুৰ জীৱনতে দেখা যায়।" শিশু কৃষ্ণৰ প্ৰাধান্যৰ বিচাৰ কৰিবলৈ গৈ কাকতিয়ে অসমৰ বৈষ্ণৱ ধৰ্মৰ দাৰ্শনিক ব্যাখ্যা আগবঢ়াইছে। প্ৰেৰণা আৰু বাৎসল্য ৰসেই কৃষ্ণৰ শিশুৰূপৰ কল্পনাৰ মূল।

লৌকিক উপকথাৰ আলমত শ্ৰীধৰ কন্দলি ৰচিত 'কাণখোৱা' পুথিৰ মূল্যায়ণ বিশেষ গুৰুত্বপূৰ্ণ। শ্ৰীধৰ কন্দলি শংকৰদেৱৰ সমসাময়িক আৰু প্ৰিয় পাত্ৰও আছিল। তেওঁ কীৰ্তন ঘোষাৰ অন্তৰ্গত 'ঘনুচা যাত্ৰা' ৰচনা কৰিছিল আৰু মহাভাৰতৰ অশ্বমেধ পৰ্ব ভাঙনি কৰিছিল। 'কাণ খোৱা' কবিতাৰ সাহিত্য গুণ আৰু লগতে বৈষ্ণৱ কবিৰ আদৰ্শ প্ৰচাৰ — এই দুয়োটাৰে সমন্বয় কাকতিয়ে ফঁহিয়াই দেখুৱাইছে। ভাগৱত, হৰিবংশ আদিত কোনো উল্লেখ নথকা এই কবিতাটো নিতান্তই মৌলিক। ইয়াক নিচুকনি গীতৰ ঠাঁচত লিখা হৈছে বুলি উল্লেখ কৰিছে। কাকতিয়ে শেষৰ ফালে ৰচনা কৌশলৰ বিষয়ে এনেদৰে কৈছে — "বৈষ্ণৱ কবিৰ ৰচনা কৌশল কেনে চমক লগোৱা। ভক্ত কবিয়ে বিষ্ণুৰ নানান অৱতাৰৰ গুণ-গৰিমাতে ভক্তিত আপ্লুত হৈ সেইবোৰ ধ্যান কৰিবৰ ছলেৰে কবিতাটো লিখিছে। কিন্তু মানৱ হিয়াৰ স্বাভাৱিক স্নেহেৰে উপলব্ধি কৰিব পৰা নিঃসহায় বাল্যভাৱ উপাস্য দেৱতাত আৰোপ কৰি বাৎসল্য বসৰ ভিতৰেদি প্ৰাণৰ একান্তিকা গভীৰ ভক্তি সেই আটাইবোৰলৈ নিবেদন কৰিছে।" শিশু কৃষ্ণৰ এপিনে অখণ্ড জ্ঞান স্বৰূপ পূৰ্ণব্ৰহ্ম আনপিনে অন্ততঃ লৌকিক দৃষ্টিত একান্ত মায়াময় মানৱ শিশু ৰূপত আলোকিত হৈছে।

২.৫ শংকৰদেৱৰ আধ্যাত্মিক দান :

মহেশ্বৰ নেওগে 'পুৰণি অসমীয়া সাহিত্য' ৰ পাতনিকাপে প্ৰকাশিত 'শংকৰদেৱৰ আধ্যাত্মিক দান' ৰচনাখনিক সমস্ত গ্ৰন্থখনৰ সাঁচাৰ-কাঠি বুলি আখ্যা দিছে। ইয়াত অসমীয়া জাতীয় জীৱনলৈ শংকৰদেৱৰ দান সম্পৰ্কে আলোচনা কৰা হৈছে। কাকতিৰ মতে, অসমীয়া জাতীয় আধ্যাত্মিক ক্ষেত্ৰত শংকৰদেৱৰ

দান চতুৰ্থা :

এক, বহু দেৱতাৰ মাজত প্ৰধান দেৱতাৰ সন্ধান-দান, অৰ্থাৎ একেশ্বৰবাদযোগে ভাৰতীয় সভ্যতাৰ আধাৰ ৰূপে প্ৰতিষ্ঠিত সনাতন আৰ্য সভ্যতাৰ প্ৰতি সামাজিক চৈতন্যৰ জাগৰণ। ভাৰতীয় সভ্যতাৰ ওপৰত প্ৰতিষ্ঠিত 'সব অৱতাৰ' ৰ কাৰণ স্বৰূপ 'বৃক্ষৰূপী সনাতন' ৰ আদৰ্শ ৰূপত প্ৰতিষ্ঠিত।

দুই, কৰ্মৰ বিভীষিকা নিৰাৰণ; অৰ্থাৎ বাহ্যিক প্ৰণালীৰ ঠাইত বিশুদ্ধ অন্তৰৰ আধ্যাত্মিক উপলব্ধি ঈশ্বৰ চিন্তাৰ প্ৰকৃষ্ট পথ।

তিনি, সামাজিক শ্ৰেণী-বিভেদ উলংঘা অৰ্থাৎ আধ্যাত্মিক সাধনাৰ বাটত আগবঢ়াৰ শক্তিৰ নিৰ্ভৰ কৰে।

চাৰি, পুৰুষ-সূক্তত নিকপিত 'সকলো ব্ৰহ্মাণ্ডৰ যি একমাত্ৰ অধিপতি সেই বিৰাট পুৰুষৰ আদৰ্শ উদ্ধাৰ কৰি নিষ্কামভাৱে উপাসনা কৰি কামনাৰ নিবৃত্তি সাধনেৰে মুক্তিৰ বাটত অকতোভয় চিন্তে আগবাঢ়ি যাব পৰা পথৰ সন্ধান দান।

বৈষ্ণৱ কবিসকলৰ সাহিত্য সাধনা 'আধ্যাত্মিক সাম্যভাৱ' ৰ ওপৰত প্ৰতিষ্ঠিত। মানুহৰ কল্যাণ কামনাৰ শুভবুদ্ধি আৰু সৌন্দৰ্য সৃষ্টিৰ যোগেদি আনন্দ দান - এই দুয়োটাৰ বিষয়ে কাকতিয়ে গুৰুত্ব দি আধ্যাত্মিকতাক মহত্ব বুলি দেখুৱাইছে। সৰ্বভাৰতীয় মহাজাতীয় চেতনাৰ পটভূমিত পুৰণি অসমীয়া সাহিত্যৰ মূল্যায়ণ কাকতিৰ পুৰণি অসমীয়া সাহিত্য বিচাৰৰ অন্যতম মূল সূত্ৰ।

২.৬ নামঘোষা :

'নামঘোষা' মহাপুৰুষ মাধৱদেৱৰ আধ্যাত্মিক জীৱনৰ ছন্দোময় অভিব্যক্তি আৰু সাহিত্যিক জীৱনৰ এক উজ্জ্বল দাপোনস্বৰূপ। কাকতিয়ে নামঘোষাক শংকৰ স্মৃতি মণ্ডিত মাধৱদেৱৰ কৃষ্ণ ভক্তিৰ বিৰাট এক ৰংকাৰ বুলি অভিহিত কৰিছে। মাধৱদেৱৰ বিৰচিত বৈষ্ণৱ ধৰ্মীয় প্ৰখ্যাত গ্ৰন্থ 'নামঘোষা'ৰ স্বৰূপ উদ্ঘাটন কৰি কাকতিয়ে নামঘোষা প্ৰৱন্ধৰ অতুলনীয় অৱদান আগবঢ়াইছে। 'মহানুভৱ পুৰুষ এজনাৰ আত্মপ্ৰকাশ' বুলি অভিহিত কৰি 'নামঘোষা' ৰচনাৰ সমসাময়িক সমাজ প্ৰেক্ষাপট, বসময়ী ভক্তিত ত্ৰিবেণী ভাৱৰ সংগম, মাধৱদেৱৰ আত্মাভিব্যক্তি অভিনৱ সাহিত্য সৌন্দৰ্য সম্পাত, ভক্তিৰসৰ তন্ময়তা আৰু সৰ্বধৰ্মগ্ৰাহকৰূপ — এই সকলোবোৰ দিশৰ সূক্ষ্ম বিশ্লেষণ আগবঢ়াইছে। বাণীকান্ত কাকতিদেৱে কৈছে — "নামঘোষাত প্ৰধানকৈ তিনিটা ভাৱৰ ধাৰা মিহলি হৈ

বিশাল আনন্দ সাগৰৰ ফালে প্ৰবাহমান হৈছে — পুণ্যশ্লোক শংকৰ স্মৃতি, মাধৱদেৱৰ আত্মলিপিমা আৰু কৃষ্ণভক্তিৰ মাহাত্ম্য। কিন্তু হিমালয়ৰ নিভৃত শৃংগৰ ওপৰত জুপীকৃত হৈ থকা অনন্ত তুহিনবাশিয়েই গলি গৈ ভৈয়ামত নানান নদ-নদীস্বৰূপে অৱতীৰ্ণ হোৱাৰ দৰে, এই তিনিও ধাৰাতেই মূল কাৰণ হৈছে মাধৱদেৱৰ বসময়ী ভক্তিৰ গভীৰ আবেগ।”^{১০}

নামঘোষা মাধৱদেৱৰ শেষ বয়সৰ ৰচনা আৰু সেই ফালৰ পৰা ই ভক্ত জীৱনৰ পৰিপক্ক অভিজ্ঞতাৰ ফল। ইংৰাজী কবিতাত থকা “Swan” চৰায়ে যেনেকৈ গীত গাই গাই মৃত্যুবৰণ কৰে তেনেকৈ মাধৱদেৱে পৰমব্ৰহ্ম শ্ৰীকৃষ্ণ আৰু শংকৰ গুৰুৰ নাম মুখত লৈ আনন্দ সাগৰত উটি-ভাঁহি পৰম আনন্দময় সৈতে মিলিত হৈছে। সেয়ে মাধৱদেৱৰ নামঘোষাক মহাপ্ৰস্থানিক গীত আখ্যা দিয়া হৈছে।

‘নামঘোষা’ৰ প্ৰধান বিশেষত্ব মাধৱদেৱৰ আত্মলিপিমা হ’ল দাস্য ভাৱৰ মূল। আত্ম পৰিচয় নিদি নিজকে হীনমতি বুলি জ্ঞান কৰা মাধৱদেৱক বাণীকান্ত কাকতিয়ে তেওঁৰ নামৰ আগত সততে ‘দীন’, ‘মূৰ্খমতি’ বুলি আত্মলিপিমাৰ পৰিচয় দিয়াৰ কথা উল্লেখ কৰিছে। কাকতিৰ মতে মাধৱদেৱে শংকৰদেৱক পৰম গুৰু মানি সংসাৰ সাগৰ পাৰ হোৱাৰ পৰম উপায় আৰু স্বয়ং পৰমব্ৰহ্ম স্বৰূপে দেখা পাইছিল। গুৰুস্মৃতি সাৰোগত কৰি, কৃষ্ণ নাম হৃদয়ত ধৰি নামঘোষাৰ ঘোষাবোৰৰ মাজেদি মাধৱদেৱে কৃষ্ণ ভক্তিত নিজকে উটাই দিছে। নামঘোষাৰ তৃতীয়টো বিশেষত্ব মাজেদি কাকতিয়ে দেখুৱাইছে মাধৱদেৱৰ দৃষ্টিত কৃষ্ণই জগতৰ সাৰ, তেওঁৰ বাহিৰে আন উপাস্য দেৱতা নাই। কৃষ্ণ একমাত্ৰ মায়াৰহিত সত্য আৰু শুদ্ধ। একান্তভাৱে কৃষ্ণ শৰণ লৈ সকলো বিপদ-বিঘিনি হেলাৰঙে অতিক্ৰম কৰিব পাৰি। নামঘোষাৰ অন্তৰ্গত স্মৃতি গীতবোৰৰ বাহিৰে দৈন্য-কৰুণা-বিগলিত কবিতা ভাৰতীয় সাহিত্যত তাকৰ। ইয়াৰ তুলনামূলক ৰূপৰ প্ৰসংগত কাকতিয়ে বৈষ্ণৱ কবি তুকাৰামৰ কবিতাৰ উল্লেখ কৰিছে। নামঘোষাৰ সাহিত্য সুষমা বিচাৰ, ছন্দৰ ব্যংগাৰ, ভাষাৰ মাধুৰ্য ভাৱৰ প্ৰগাঢ়তা সকলোকে অতিক্ৰম কৰি মন চক্ষুত দৃষ্টি পৰে মাধৱদেৱৰ ভক্তিকাতৰ কৰুণ মূৰ্তিত। সাহিত্য হিচাপে নামঘোষাৰ মূল্য নিৰূপণ কৰিছেঃ “নামঘোষা ধৰ্মমতত সাহিত্য হিচাপে মূল্য নাই; কিয়নো বহু ধৰ্মৰ লগত ইয়াত মত নিমিলিব পাৰে।

সাহিত্য হিচাপে ইয়াৰ মূল্য ইয়াৰ গভীৰ ভক্তিৰসত। ... সাহিত্য হিচাপে নামঘোষাৰ মূল্য এই মহান ৰসত শৰৎ কালত সেই চিৰপৰিচিত গিৰি, নৈ, বন, উপবন আদিয়ে বিমল কান্তি ধাৰণ কৰাৰ দৰে চন্দ্ৰ কিৰণৰ মৃদু পোহৰত চিৰ পৰিচিত নৈৰ পানীৰ ওপৰত অপৰূপ জেউতি পৰাৰ দৰে, বসময়ী ভক্তিৰ নিয়ন্ত্ৰিত তিতা নানা মূলৰ পৰা সংগৃহীত নামঘোষাৰ পদ-পুঞ্জৰ ওপৰত এক অভিনৱ সৌন্দৰ্যৰ সম্পাত হৈছে।”^{১১}

‘নামঘোষা’ৰ বিষয়ে লিখা কাকতিৰ এই সমালোচনামূলক ৰচনাখন অসমীয়া সাহিত্যৰ শ্ৰেষ্ঠতম সমালোচনামূলক ৰচনাবিলাকৰ এখন।”^{১২} কাকতিয়ে আন সমালোচনা নিলিখা হ’লেও তেওঁৰ নামঘোষা ৰচনাখনিয়েই তেওঁক অসমীয়া সমালোচনা সাহিত্যত চিৰপূজ্য কৰি ৰাখিলেহেঁতেন।

২.৭ বৰগীত :

শংকৰদেৱ আৰু মাধৱদেৱৰ সাহিত্য প্ৰতিভাৰ আধ্যাত্মিক গীতবোৰক বৰগীত বোলা হয়। ‘বৰগীত’ ৰচনাখনত শংকৰদেৱ-মাধৱদেৱ বিৰচিত বৰগীতসমূহৰ আলোচনা আগবঢ়োৱা হৈছে। গুজাপালিবোৰৰ বৰ প্ৰিয় বেউলা-লখিন্দৰ গীত, সুকবি নাৰায়ণ আৰু দুৰ্গাবৰৰ বেউলাৰ গীত, পীতাম্বৰ উষা পৰিণয় গীততকৈ শংকৰ-মাধৱৰ বৰগীতবোৰ সুকীয়া বিশিষ্টতা মূল্য নিৰূপণ কৰিছে। বৰগীতবোৰৰ ভাৱ, ভাষা আৰু সুৰৰ মাধুৰ্যই সাহিত্য আৰু সমাজত এক যুগান্তৰ সৃষ্টি কৰিছে।

ড° কাকতিয়ে মন্তব্য কৰিছে যে “শংকৰদেৱ আৰু মাধৱদেৱৰ গীত আৰু কবিতাক নৱ প্ৰচাৰিত ভক্তি ৰসেৰে অভিষিক্ত কৰি অসমীয়া সাহিত্যক আধ্যাত্মিকতাৰ ওখ ভেটিত থাপনা কৰি ঈশ্বৰাভিমুখী কৰি তুলিলে আৰু লগে লগে মানুহৰ মনকো ওপৰৰ ফালে ঢাল খুৱাবৰ চেষ্টা কৰিলে।”^{১৩}

অসমীয়া গীতি-সাহিত্যত বৰগীতৰ ঐতিহাসিক গুৰুত্ব নিৰ্ণয় কৰি কাকতিয়ে উল্লেখ কৰিছেঃ “পুৰণি সাহিত্যত গীতৰ প্ৰাচুৰ্য থাকিলেও বৰগীতবোৰ ভাৱ আৰু ভাষাত অতিশয় বেলেগধৰণৰ। সাহিত্য আৰু ধৰ্ম জগতত আনফালে অতৰ্কিতভাৱে আধ্যাত্মিকতাৰ ওখ আদৰ্শলৈ জনসমাজৰ মন আকৰ্ষণ — এয়ে অসমীয়া গীতি সাহিত্যত বৰগীতৰ ঐতিহাসিক বিশেষত্ব।”^{১৪} গুৰুচৰিতত উল্লেখ থকা কথা কাকতিয়ে এইদৰে কৈছে যে — বাৰকুৰি বৰগীত ৰচনা কৰাৰ পিছত

বৰপেটা কমলা গায়নে আওৰাবলৈ নি পুৰি পেলালে। মনত আঘাত পাই শিষ্য মাধৱদেৱক বৰগীত ৰচনা কৰিবলৈ দিহা দিয়ে। মাধৱে গুৰু কথা মানি নকুৰি এঘাৰটা বৰগীত ৰচনা কৰিলে। বৰগীতবোৰৰ অধিকাংশতেই কৃষ্ণৰ দুফলীয়া ব্যক্তিত্ব অৰ্থাৎ এফালে কৃষ্ণৰ পৰম পুৰুষত্ব আৰু আনফালে মানৱী লীলা প্ৰকাশৰ চিত্ৰনে সজীৱ কৰি ৰাখিছে। ড° কাকতিৰ ভাষাত “খাতু মুদ্ৰা এটিৰ এফালে বজাৰ চাব আৰু আনফালে মুদ্ৰাটিৰ বেচফেকিৰ উল্লেখ থকাৰ দৰে গীতবোৰতো এফালে পৰম পুৰুষৰ মানৱী লীলাৰ ব্যক্তিত্বৰ চাব আৰু আনফালে ভক্তৰ ভাষাত সেই চাবখিনিৰ মূল্যৰ ইঙ্গিত আছে।”^{১৪} মানৱ জীৱন ক্ষণভঙ্গুৰ আৰু মায়াময় মোহাচ্ছন্ন জীৱন সমুদ্ৰত প্ৰবৰ্ততা স্বৰূপ নানা ভাৱ আৰু ভাষাত ৰচিত গীতবোৰে হৈছে শংকৰদেৱৰ গীতৰ সাধাৰণ তাৎপৰ্য। মাধৱদেৱৰ ৰচিত গীতবোৰত শিশু কৃষ্ণৰ বাল্য জীৱনৰ ৰঙ-ধেমালীৰে পৰিপূৰ্ণ ছবি এখন পৰিস্ফুৰ্ত হৈছে। বৰগীতবোৰৰ সমসাময়িক ভাৰতীয় সাহিত্যত পোৱা আধ্যাত্মিক গীতৰ প্ৰসঙ্গ আৰু বৈষ্ণৱ সাহিত্যৰ ভক্তিমূলক গীতক ঐক্যসূত্ৰে বন্ধা দিশটোও কাকতিয়ে পোহৰলৈ আনিছে। কবীৰ, মীৰাবাদী আদিৰ দ্বাৰা ৰচিত নানা ৰস বঞ্জিত আধ্যাত্মিক গীতৰো শীৰ্ষ স্থান আছে। বৈষ্ণৱ আন্দোলনে অসমৰ বৰগীতবোৰ সেই ভক্তিৰ উচ্ছাসৰ প্ৰতিধ্বনি মাথোন। অসমীয়া বৈষ্ণৱ কবিসকলৰ পদাৱলীবোৰে ভাৰতৰ আন আন ঠাইৰ ভক্তিদৰ্শৰ ঐক্যতাৰ নিৰ্দেশ কৰিছে। ভাৰতৰ বৈষ্ণৱ আন্দোলনৰ ভক্তিগীতৰ প্ৰেক্ষাপটত ‘বৰগীত’ৰ বিচাৰে সমসাময়িক ভাৰতীয় সাহিত্যত ইয়াৰ স্থান নিৰূপণ কৰিছে। এইদৰে এক বহল প্ৰেক্ষাপটত সাহিত্য বস্তুক বিচাৰ কৰা ৰীতি কাকতিৰ সমালোচনাৰ এক বিশেষ বৈশিষ্ট্য বুলিব পাৰি। বৈষ্ণৱ আন্দোলনত সাহিত্য যি সুদূৰ প্ৰসাৰী ভূমিকা সেই প্ৰসংগত কাকতিয়ে কৈছে : “সকলো জাতীয় আৰু মহাজাতীয় আন্দোলনক সাহিত্যই বতাহে বন পোৰা জুইক সহায় কৰাৰ দৰে সহায় কৰে। সাহিত্যৰ ওপৰত প্ৰতিষ্ঠিত হ’ব নোৱাৰিলে কোনো আন্দোলনেই যুগমীয়াকৈ তিষ্ঠিব নোৱাৰে।”^{১৫} কাকতিয়ে আধ্যাত্মিক ভাৱৰ বৰগীতবোৰক সাহিত্যৰ নীতি নিৰ্ধাৰণ কৰি বিশ্বসাহিত্য আৰু ইতিহাসৰ লগত পৰিচয়সূত্ৰে উপলব্ধি কৰিছিল।

“আধ্যাত্মিক ভাৱৰ ওপৰত প্ৰতিষ্ঠিত বৰগীতবোৰক কাকতিয়ে ইংৰাজ কবি হেৰিক (Herrick) ৰ আধ্যাত্মিক ভাৱৰ গীত “Noble Number” ৰ লগত

তুলনা কৰিছে”^{১৬} অৱশ্যে হেৰিকৰ কবিতাৰ বিষয়বস্তু, গঠনপ্ৰণালী, অৱয়ব, পটভূমি আদি সম্পৰ্কে একো উল্লেখ কৰা নাই। কেৱল হেৰিকৰ (Herrick) বোৰৰ দৰে বুলি কৈ থলে, কোনো পৰিষ্কাৰ বিশ্লেষণ পঢ়ুৱৈৰ মনলৈ নাহে। বৰ্ণনা আমোদ প্ৰিয়, সঞ্জীৱনি দীপশিখাৰ দৰে ভাস্কৰ বৰগীতবোৰৰ গুণৰ স্থান নিৰূপণ কৰিবলৈ “Noble Number” ৰ লগত তুলনা কৰিছে যদিও উল্লেখৰে তুলনামূলক ছবিখন স্পষ্ট হৈ নুঠে। বৰঞ্চ ই খেলিমেলি হোৱাৰহে সম্ভাৱনা থাকে। তেওঁৰ সমালোচনাত কেতিয়াবা ক’ৰবাত এনেদৰে কমি হোৱা লক্ষ্য কৰা যায় যদিও ভাষাতত্ব আৰু সাংস্কৃতিকচৰ্চাৰ জগতত প্ৰৱেশ কৰাৰ দৰে সমালোচনা সাহিত্যতো তেওঁ প্ৰৱেশ কৰিছিল। অসমীয়া সমালোচনা সাহিত্যৰ ভেটি নিৰূপণত তুলনামূলক সমালোচনাৰ ৰূপ প্ৰয়োগ কৰিছে যদিও বিস্তৃত বিশ্লেষণৰ প্ৰয়োগ দেখা নাযায়। পৰৱৰ্তী কালতহে তুলনামূলক সাহিত্য সমালোচনা ধাৰাৰ প্ৰয়োগে পূৰ্ণতা লাভ কৰে।

এনেদৰে ফঁহিয়াই চালে দেখা যায় যে শংকৰদেৱ মাধৱদেৱৰ বিৰচিত বৰগীতৰ বৈশিষ্ট্যৰ কাৰণে ‘বৰ’ অৰ্থাৎ শ্ৰেষ্ঠ বুলি প্ৰতিপন্ন কৰিছে।

২.৮ অংকীয়া ভাওনা :

‘অংকীয়া ভাওনা’ শীৰ্ষক ৰচনাত পুৰণি অসমীয়া বৈষ্ণৱ সাহিত্যত অংকীয়া ভাওনাই কেনেদৰে অপূৰ্ব স্থান অধিকাৰ কৰি আছে তাকে আলোচনা কৰা হৈছে। অংকীয়া ভাওনাই সকলোতে নৱধৰ্ম প্ৰচলনৰ বাহন স্বৰূপে কাম কৰিছিল। কাকতিয়ে কৈছে যে “পুৰণি বৈষ্ণৱ সাহিত্যত ভাওনা হৈছে লোকবঞ্জ, লোকসংগ্ৰহ, লোকস্থিতি আৰু ৰং-ধেমালিৰ লগতে শিক্ষা প্ৰদান কৰাৰ প্ৰধান আহিলা। এই ৰচনাখনে অংকীয়া নাটৰ পটভূমি, ভাওনাৰ প্ৰকৃত স্বৰূপ, ইয়াৰ বৈশিষ্ট্য, গঠন, ৰীতি-নীতি, গীত আৰু সংলাপৰ ভাষা, সূত্ৰধাৰৰ ৰূপ কল্পনা — এই সকলো বিষয়তে স্পষ্ট আৰু মৌলিক ধাৰণা দিয়ে।”^{১৭} ইয়াৰ উপৰিও কাকতিয়ে অংকীয়া ভাওনাৰ লগত সমিলমিল হোৱা সংস্কৃত আৰু গ্ৰীক নাট্য সাহিত্যৰ অধ্যয়নৰ পৰিচয়ো বহন কৰে। এই নীতিদীৰ্ঘ আলোচনাটি অসমীয়া নাট সমালোচনাৰ ইতিহাসত এক অপূৰ্ব মৌলিক অৱদান। দুকুৰিৰো অধিক বছৰ এই ৰচনাখন সাহিত্যৰ ছাত্ৰৰ নিৰ্দিষ্ট পাঠ্য হিচাপে অন্তৰ্ভুক্ত হৈ আছে আৰু পৰৱৰ্তী সময়ত এই বিষয়ৰ ওপৰত বিশদ আলোচনা অন্যান্য সমালোচকে

কবিলেও এই বচনাখনৰ পৰা সম্পূৰ্ণ প্ৰভাৱ মুক্ত হ'ব পৰা নাই। 'অংকীয়া ভাওনা' বচনাৰ মাজেৰে কাকতিয়ে সূত্ৰধাৰৰ অভিনয় ৰূপ কল্পনাৰ লগত অংকীয়া নাটকৰ প্ৰয়োজনীয়তাৰ কথা উল্লেখ কৰিছে। অংকীয়া ভাওনাৰ বচনাখনত কাকতিয়ে অংকীয়া নাটৰ আংগিক উদ্দেশ্য দেখুওৱাৰ লগতে অসমৰ চিত্ৰকলা সম্পৰ্কেও চমু আলোচনা আগবঢ়াইছে।

২.৯ লৌকিক গীত :

'লৌকিক গীত' শীৰ্ষক বচনাখনিত বৈষ্ণৱ সাহিত্যৰ প্ৰভাৱৰ বাহিৰত প্ৰচলিত সাহিত্যৰ কথা আলোচনা কৰিছে। আদি বসাত্মক গীতবোৰৰ আৰ্হিত দুৰ্গাবৰ, পীতাম্বৰ আদি বৈষ্ণৱ আন্দোলনৰ বাহিৰত থকা কবিসকলে ৰামায়ণ, পুৰাণ আদিৰ আখ্যানবোৰক প্ৰেম-বসাত্মক গীতৰ স্বৰূপ উদ্ঘাটন কৰিছিল। এনে বসাত্মক শ্ৰেণীৰ গীতক কাকতিয়ে 'লৌকিক গীত' আখ্যা দিছে। দুৰ্গাবৰ 'গীতি ৰামায়ণ' আৰু পীতাম্বৰ 'উষা পৰিণয়' লৌকিক গীতৰ মাজেৰে চমু আলোচনা আগবঢ়াইছে।

'গীতি ৰামায়ণ'ত মনোমোহা মায়া হৰিণৰ প্ৰতি লোভ আৰু ধুনীয়া অৰ্থাৎ জকমকীয়া বস্তুৰ প্ৰতি আকৰ্ষিত হৈ ৰামক সেই সোণৰ হৰিণাটি আনি দিবলৈ সীতাই কাতৰ কৰিলে। ৰামে হৰিণ বধিবলৈ যোৱাৰ পিছত সীতাই ৰামৰ বিপদ অনুমান কৰি লক্ষ্মণক নানা ভৎসনাৰে স্বামীগুৰুৰ ওচৰলৈ পঠালে। এই সুযোগতে ৰাৱণে সীতাক হৰি নিয়াৰ পিচত লক্ষ্মণক ছলে ছন্দে আঁতৰাই সীতাই কোনোবা পুৰুষৰ লগত গুছি যোৱা বুলিও ভাবিবৰ স্থল আছে। কাকতিয়ে কালৰ এই কুটিল কটাক্ষ ৰূপ দুৰ্গাবৰে অতি স্পষ্টকৈ প্ৰকাশ কৰিছে বুলি কৈছে।

কাকতিয়ে এনেদৰে কৈছে যে — পীতাম্বৰ "উষা পৰিণয়" গীতৰ আকাৰত লিখা আৰু ঠায়ে ঠায়ে উৎকট লৌকিক ভাৱৰ চিত্ৰ প্ৰকট ভাৱে ফুটি উঠিছে। এনেদৰে 'লৌকিক গীত'বোৰ বনগীতৰ আৰ্হিৰে ৰচিত পুৰণিকলীয়া গীতৰ চানেকি বুলি ক'ব পাৰি।

৩.০ সামৰণি :

বৰ্তমান সময়ত দেখা যায় যে সমালোচনা সাহিত্যই এক ব্যাপক ৰূপ ধাৰণ কৰি অসমীয়া সাহিত্যৰ ভঁৰালটি চহকী কৰি তুলিছে। এই ক্ষেত্ৰত বাণীকান্ত

কাকতিৰ অৱদান যথেষ্ট গুৰুত্বপূৰ্ণ। কাকতিৰ সমালোচনাৰ ভাষা নিটোল, যুক্তিনিষ্ঠ আৰু গদ্য প্ৰাণৱন্ত, বসাল। পুৰণি অসমীয়া সাহিত্যৰ আলোচনাৰে সাহিত্যৰ বিশিষ্টতা আৰু মহত্ব প্ৰতিপাদন কৰিছে। তেওঁৰ লেখাৰ যোগেদি পুৰণি কাব্য-নাট ধৰ্মৰ জগতৰ পৰা ওলাই সাহিত্যৰ জগতত পুনঃপ্ৰতিষ্ঠিত হৈছে। প্ৰতিটো প্ৰৱন্ধতে জাতীয় সাহিত্যৰ স্বৰূপ উদ্ঘাটন হৈছে এক ঐশ্বৰ্য আৰু সুসমাৰ ৰূপত।

'পুৰণি অসমীয়া সাহিত্য'ৰ মাজেদি প্ৰকাশিত তেওঁৰ গভীৰ মননশীলতাৰ লগে লগে উন্নত গদ্য ৰীতিৰো পৰিচয় পোৱা যায়। গ্ৰন্থখনিৰ তাৎপৰ্য এয়ে যে ইয়াত সমালোচক হিচাপে কাকতিৰ সাৰ্থক অভিব্যক্তি ঘটাব লগতে ইয়াৰ যোগেদি অসমীয়া সমালোচনা সাহিত্যৰ ভেটিও প্ৰতিষ্ঠিত হৈছে।

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YOGA FOR MENTAL HEALTH

Mrs. Monalisha Borgohain

Introduction :

Yoga is a divine science of life. It combines physical exercises, mental meditation and breathing techniques to strengthen the muscles and relieve stress. The term 'yoga' comes from the Sanskrit word 'Yog'. This means 'to attach' or 'to join'. The main aim of yoga is to join the individual soul with the supreme soul. Yoga is a 5000 year old system of disciplines designed to calm our mind and bring peace and happiness. To accomplish this, the yoga includes lifestyles and behavior principles, philosophy of life, meditation and breath work and physical exercise. The backbone of Yoga was provided by Maharshi Patanjali's Yogasutra, thought to have been written in the third century B.C. The classical text on Hatha yoga, the Hatha Yoga Pradipika which describes the various asans and breathing exercises which form the basic of the practice of modern yoga, was compiled much later by a yogi named Svamarama.

Yoga is an ancient art based harmonizing system of development for the body, mind and spirit. The continued practice of yoga will lead to a sense of peace and well-being, and also a feeling of being at one with their environment. Yoga is a harmony of physical health and mental health and peace. We can achieve the path of our highest spiritual, potential, structural stability, physiological immunity and emotional health through

yoga. Yoga helps us to restore and develop balance, stability, strength, flexibility, skeletal alignment and mechanical freedom.

Aims and Objectives :

Yoga helps in balancing the physical and mental health. Yoga is very fruitful for the prevention of various diseases. Yoga is such kind of skill that helps in creating the resistance power and makes us healthy. The main aim and objectives of yoga are:

Control over mind: One, who cannot control his or her mind, will not be successful to attain divine communication, but self control individuals can attain it if they try to direct the energy by right means. That is why the main aim of yoga is to control over the mind.

Integration of body, mind and spirit: One of the main aims of yoga is to integrate our body, mind and spirit so as to work for good ends. Our modern lifestyle leads us to various stress, diseases, imbalanced lifestyle etc. Yoga brings calm and develops peace.

Emotional balance: To create emotional balance is one of the main aims of yoga. Our mind and emotions control our body. To make our body healthy, we need a balance mind. Yoga converts our negative thoughts to positive one. So, yoga has its great role in mental and emotional health.

Prevent illness: Through systematic and regular yogic practices, the body becomes healthier and it creates resistance power to fight against the diseases. Yogic practices are to make one free from diseases, ignorance, egoism, miseries the affiliations of old age and fear of death.

Establishment of mental peace: Yoga paves the way for an individual to do any action peacefully and perfectly. It creates mental peace by developing good and healthy thoughts for right direction.

Concentration and memory power development: By practicing yoga, the mind gets sharpen and the concentration and memory power may develop. Our mind could be able to think the right and good thoughts.

Creation of moral values: Creation of moral value among the people is one of the main aspects of yoga. Yoga is the restraint of the modifications of the mind. Non-violence in thought, word and action is the highest priority of yoga.

Yoga plays a big role in inculcating ethical, moral and spiritual values among people. It influences the moral and ethical values of life.

Yoga as a scientific method for mental health :

Mental health is very important aspect now a day. Yogic exercises cleanse our mind and consciousness.

Yoga and physical dimension: We know that a sound mind lives in a sound body. It means our body system should be properly developed for a healthy mind.

Yoga and emotional development: Yogic practices are effective for emotional development related to our feelings, attitudes and emotions. Yoga plays a vital role in development of positive emotions. It brings emotional stability and helps to control negative emotions.

Yoga for personality development: Yoga helps in develop and grow positive personality traits. It encourages inner reflection by sitting quietly, tuning out extra

stimulation, noise and negative thoughts. This condition promotes how we make us happy and what is important for our life. Yogic practices give people of all ages the true energy.

Yoga for inner peace: Yoga allows us an outlet to find an inner sense of calm and peace. Yoga is one of the best ways to keep ourselves calm. In this stressful life, it is a bit difficult to live a peaceful life. Yoga helps us in realizing that peace within us. It makes us aware of our weakness and strength and helps in overcoming the flows by giving us inner peace and strength.

Yoga and Accountability: In today's world many people are not accountable for their actions, thoughts and feelings. Yoga and meditation can help us to realize that they, alone, are responsible for their actions and how they act, affects how others perceive them.

Reduces stress level: One of the most important and recognized health benefits of yoga is, its ability to reduce stress by stretching out muscles and relieving accumulated tension. Yoga also focuses the mind away from daily problems and daily stress.

Sharper concentration: Yoga helps in concentrate our mind in any topic. Focused breathing and concentration on positions help us to train our mind to direct its attention in a more concentrated way. It carries over into focus on other activities.

Need of Yoga : Yoga is an ancient Indian practice that enhances health and improves longevity. Yoga is very needful for us in this way:

Physical purity: Yoga helps in making a sound and

healthy body. Yogic practices purify our inner and outer body organs.

Cures and prevention from diseases: Yoga prevents us from diseases along with the cure of diseases. Yoga also creates resistance power in our body. It helps in resist the diseases like arthritis, bronchitis, gastritis, asthma, high blood pressure, back pain, urinary disorders etc.

Reduces mental tension: Yoga helps in reducing mental stress and tension.

Spiritual development: Yogic practices help in controlling our mind in a proper way. It helps in attaining the spiritual highpoint of an individual. Pranayama is very helpful in spiritual development.

Enhance moral and ethical values: From the point of ethical and moral value, yoga is considered very significant now a day. It creates ethical and moral values among us.

Positive thinking: Our mind controls our body. To make us physically healthy, we need peace and a stable mind. Positive thinking helps in purifying our mind and establishes inner peace. When we turns our negative thinking into positive one, we develops positive attitude towards the world.

Conclusion :

Yogic practices such as yama, niyama, asana, pranayama, pratyahara and meditation help in physical, mental, emotional and spiritual development. Yoga protects us from negative emotions and develops positive feelings of love and kindness. Yogic practices helps in adjusting in personal and social life .Spiritual dimension

of yoga is concerned with self-actualization and recognizes one's potential and developing us to the maximum.

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ENVIRONMENTAL EDUCATION

Mrs. Gitika Talukdar

Abstract :

Environmental education is a new area of study of the discipline of education. It is a new concept introduced in the educational system which is virtually a source of concern for educators, students, parents as well as policy makers. According to environmental specialist, any selection to the problem and crisis of environment developing an awareness and understanding of environmental problem and protection of environmental among the people of the Society. It helps in developing skills and attitudes needed to play a productive role in the society. This is a conceptual paper and it is based on secondary data. The paper will focus on the need and importance of studying environmental education for the teacher, learner, parents and all people of society and help them to play an active role to save the environment from various haphazard factors.

Key words: Environment, Education, Awareness, Attitude.

Introduction:

Environmental Education is a new area of study at the discipline of education. It is a new concept introduced in the educational system which is virtually a source of concern for educators, students, parents as well as policy makers. According to environmental specialist, any

solution to the problem and crisis at environment is called environment education, with aims at developing an awareness and understanding at environmental problems and protection at environment among the people of the society. The knowledge of environmental education helps in creating. An awareness and understanding of the evolving social and physical environment as a whole, its natural man-made, cultural and spiritual resources together with the rational use and conservation of those resources for future development .

Objectives

The main objectives of this paper is

- 1) To impart the basic knowledge of environmental education to all sections people of the society
- 2) To create an awareness an positive attitude towards the environment.

Significance of the Society:-

In the present scenario, due to various human activities, environment al degradation is in an alarming rate and it result in various environmental issues such as global warming, Ozone layer depletion, greenhouse effects, Climate change, raise in sea water level etc. In this content , the study of environmental education is of great significance for teachers, learners as well as common people of the society to achieve the acceptable level of global environmental sustainability.

Methodology of the Study:-

In this study, descriptive method is used to discuss the concepts. The source of data are secondary and these

are collected from different books, journals and Internet etc.

Environmental education at different level of education:-

Environmental education is the formal system of education is a new concept. In the present day context it aims at developing responsible behavior of the individuals towards the total environment. In the formal system of education preparing suitable programme of environmental education as well as selecting proper teaching strategy is a different task. Environmental education should constitute a comprehensive life long education which is responsive the change a rapidly changing world.

Environmental Education at primary level:

Primary education is the foundation level of formal education system. So, in this stage, attempts should be made to sensitize the child about this environment, to form some positive attitude towards the environment. Through audio-visual aids and field visitors, emphasis should be given on awareness building.

Environmental Education at Secondary level:

Secondary level of education is divided in two Secondary level of education and higher secondary. At lower secondary stage, environmental education should aim at providing knowledge of real-life situations, awareness and problem identification. At higher secondary level, emphasis should be an conservation assimilation of knowledge, problem identification along with action skills.

Environmental Education at Higher level:-

Higher level of education is also divided in two stages—Undergraduate and Postgraduate stage. At U.G. level of education, maximum emphasis should be an attaining knowledge regarding sustainable development based on experience with conservation. At this level, the content of environmental education must be based on Science and Technology. At P.G. level, environmental education should aim on specialization like any other subject.

Environmental Education for the parents:

Parents are the first teachers of each and every child. Therefore, at informal level parents should introduce them a positive attitude towards the environment so that they can form an eco-friendly relation with the environment.

Conclusion:

From above discussion, we can conclude that in this globalization scenario, there is a huge environmental degradation due to various man-made causes as well as natural causes which is really a threat for living as well as non living beings. Therefore, we people have the responsibility to save our environment from the gross root level. Therefore, parents should take an active role for their children at informal level. Like that teachers should play an active role for their learners at formal level and at the end, all, people of the Society should be responsible to protect the environment. As a result, we will be able to enjoy a happy, healthy and eco- friendly life with our environment. For this, it is essential to study about environmental education.

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PSYCHOLOGY OF ADJUSTMENT AND EGO DEFENSE MECHANISMS

Ms. Kabysri Hazarika

Abstract: Adjustment is the ability of an individual or an organism to adapt oneself well with his/her surroundings. It is the capacity to make certain alterations as the situation demands. A person who is adaptive can accomplish more in life than the one who is not and accordingly this inability may lead to maladjustment. Maladjustment is an opposite state of adjustment. It refers the inefficiency to react successfully and satisfactorily to the demands of one's environment. People try to adjust by adopting various ego defense or adjustment mechanisms to decrease their inferiority, fear, phobias, failure, frustration, conflicts, insecurities etc. However if they fail in doing so, the equilibrium of one's life gets disturbed. This imbalance may lead to various psychological turmoils and can cause not only neurotic disorders but can also call grounds for psychosis(a severe mental disorder with delusions, where people don't have touch with reality). Thus, this paper attempts to study the causes of maladjustments, symptoms of a maladjusted person, criteria of a well adjusted individual and some adjustment mechanisms to deal with the problems of life. To fulfill the objectives of the study, a descriptive cum analytical method is used and secondary sources including relevant books, journals, websites, articles etc have been used as the tools for collecting data for the study.

Introduction:

"Adjustment is the process by which living organisms maintains a balance between his needs and the circumstances that influence the satisfaction of these needs" - L.S Shaffer.

Life is not always according to one's will and desires. Sometimes one may get extreme pleasure and satisfaction from the surroundings or the people surrounded. On the contrary one may end up complaining about the ills and evil sides of getting what they have never wanted. In this context, people who are not happy and satisfied with what they are handed with as a result of faith or their own work can either run away from such a situation or they can "adjust". To adjust with something that one never wished for is difficult. Adjustment, thus, is a competency and a great potential of an individual to bring harmony in his/her environment and adapt with himself or the surrounding so that he/she can achieve the goals and ambitions. Adjustment not only brings happiness, joy and contentment but also helps in bringing improvement and modification of behaviour.

It is important to understand that everyone does not have the capacity to adapt well. Some may adjust for a while and may feel frustrated during the process while some may adapt effortlessly. Some characteristics of such person who can adjust at ease are enumerated below:

TRAITS OF WELL ADJUSTED PERSON:

- a) A well adjusted person is capable of struggling with odd circumstances.
- b) His/Her behavior is flexible when required.

- c) He/she knows his/her own strength and weakness.
- d) He/she has realistic goals/ambitions in life.
- e) He /she can accept criticism sportingly.
- f) He/she is optimistic,empathetic and has resilience.
- g) He/she has emotional control and regulation.
- h) He/she is independent in decision making.

This implies, a person who is well adjusted can deal with various troublesome situations in life. Consequently, the process of adjustment has been classified into different types. Such as emotional adjustment, social adjustment, health adjustment, vocational adjustment etc. Failure in making adaptability in any of these aspects may lead to maladjustment. Maladjustment refers to disharmony between the person and the environment. To be precise, it can be said that in the state of maladjustment, the individual becomes unable to keep his mental balance. Maladjustment is stressful and can cause social deviation and isolation. Some of the prominent causes of maladjustment are as follows:

CAUSES OF MALADJUSTMENT:

1. Family:

Family plays a very vital role in enabling a person to learn adaptive skills to deal with obstacles in life. Parents who are well adjusted and emotionally mature seem to teach the child the same ways to settle down. However there are few factors in the family that may contribute immensely to maladjusted behaviour in children.

a) Social causes: Social problems in the family such as divorce, quarrel among parents, death of loved ones, desertions, drunkard parents, extra marital affairs etc can

often create trouble in adjustment.

b) Economic causes: Maladjustment may occur due to financial inefficiency or crisis .Problems of unemployment, low income of parents or inability of parents to fulfill child's dream/wishes may lead to maladaptive behaviour in child.

c) Mental cause: Highly authoritative, over possessive as well as abusive parents can be directly responsible for their child's isolated and maladaptive behaviour.

2. Personal factors:

Due to one's own personal disabilities or defects either a physical, mental or visual person may find it difficult to adjust under a few situations. Insecurities and inferiority complexes may occur in such conditions. As a result he/she becomes maladaptive.

3. School-related Factors:

Overloaded curriculum with minimum scope of channeling a child's talent and potential may create frustration among the child. The school authorities including the teachers must reflect well balanced and friendly personalities so that it has a positive impact on the child's mental health.

4. Peer group:

A group requires similar interests, certain traits as well as common goals. Criteria like good looks, social class, religion, academic performance etc are needed to be popular among the group. Those who fail to meet up with these factors feel deviated and end up becoming maladjusted.

SYNDROMES AND SYMPTOMS OF MALADJUSTED PERSON:

There are certain signs and symptoms which may help in the identification of people who are maladaptive. Some of these symptoms are as follows:

A) Physical symptoms: Excessive yawning, rocking feet, stammering, biting nails, drumming with fingers, starching head etc.

B) Behavioural symptoms: Gossiping, bullying, stealing, lying, aggression, pessimistic thoughts, malicious talk, sex disturbances etc.

C) Emotional symptoms: Inferiority, fear, timidity, hatred, temper tantrum, conflicts and tension.

D) Nervous disorder: Depression, extreme anxiety, phobia, obsession, hysteria etc.

E) Habits disorder: Excessive daydreaming, sleeplessness, nightmares, bedwetting, asthma, allergies etc.

F) Organic disorders: Neurological dysfunctioning, head injuries, brain tumors, epilepsy etc.

G) Psychotic disorders: Hallucination, delusions, paranoia.

H) Educational and Vocational difficulties : Indiscipline, lack of concentration, low attendance, irregularity in service or job etc.

EGO-DEFENSE MECHANISMS OR ADJUSTMENT MECHANISMS:

"Ego defense mechanism is a type of reaction designed to maintain the individual's feeling of adequacy and worth rather than to cope directly with stress

situations, usually unconscious and reality distorting" – Coleman.

Thus it can be said that in order to avoid tension, anxiety and uneasiness, people generally tend to adopt various mental techniques for the purpose of adjustment. Many psychologists have given various types of adjustment mechanisms. Some of them are as follows:

1) Adjustment by defense: It is generally seen that people try to adjust by defending themselves using aggressive ways. This is known as the mechanism of "moving against people". For example: a person who feels uncomfortable with some of his/her company may show aggressive behavior and tantrums to defend oneself from the unadjustable situations.

2) Adjustment by ailments: It is found that neurotic patients generally use physical illnesses such as paralyzes, body pain, headaches etc as a form of defense mechanisms.

3) Sublimation: When a person unknowingly transforms unwanted impulses and aggressive urges into new harmless, more appropriate outlets. It means he/she is sublimating. For example: in order to avoid anger or loneliness, one may hit the gym or stay busy.

4) Withdrawal: This form of mechanism is generally used by people who are nervous, timid and lack confidence. They try to withdraw themselves from the situation or events where they may face failure, pain or challenges and refuse to face the problem. For example: a person who feels extremely depressed, may try to adjust by staying in his room all day.

5) Regression: It means reversion to an infantile or childish level of behaviour when a problem confronts us. For example: a six year old child may show infantile behaviour if he/she feels neglected, unloved and ignored when a sibling is born.

6) Substitution: Here, a person doesn't run away from reality nor does he avoid the existence of challenges. He tries to reduce his anxiety and tension by replacing unachievable goals with achievable ones. For example: a person who has not got a job in university or college may substitute by getting in school.

7) Repression: When a person unconsciously tries to repress or forget some bitter, unpleasant events, ideas, feelings and tendencies. It is called repression. For instance: a person may have a little memory of his childhood if he/she has been abused as a child.

8) Identification: It is an attempt of an individual to identify himself with another successful individual of a desirable situation. For example: a son may identify himself with his father, who is a well known business person.

9) Rationalization: It is a process by which individuals try to rationalize his/her failure through concealment of the real bases of his thought. For instance, a candidate whose interview did not go well might rationalize his performance by saying that the interview panel was biased in selection.

10) Projection: Projection is a type of defense mechanism where a person puts blame on others for his/her own difficulties. To be precise, other people are seen as responsible for their own mistakes. For example: a

person who cheats on his spouse and blames the spouse for cheating.

11) Compensation: People who adopt compensation as a defense mechanism, reduces the frustration of failure in one field by showing excellence in some other pursuit. For example: a student who is not good in studies may compensate by becoming a good sportsperson.

12) Anticipation: When a person puts effort into solving any problem before it arises, it is known as an anticipation mechanism of adjustment. For example: a person who is preparing for a civil service interview may practice their answers to the toughest questions.

13) Intellectualization: Here a person adopts excessive thinking or over-analysis to adjust in a troublesome situation. For instance, a person who is diagnosed with a certain illness doesn't show emotions instantly, instead he/she starts to research every possible source they can find about the illness.

These are the most common types of adjustment mechanisms that people adopt to live a balanced and well adjusted life. These techniques save individuals from many disorders and maladjustments and should be sparingly used.

CONCLUSION:

As a concluding remark it can be stated that adjustment is not just an ability but a necessity to live a balanced and mentally healthy life. Absence of adjustment capacity may lead to many psycho-social complexities with adverse outcomes. People may use various ego defense

mechanisms to adjust. However such defense mechanisms should be sensibly used. Hence it can said that -

"In the ever increasing struggle for existence, it is not just the strongest or the biggest that survives but that which adapts well to the environment".

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SUSTAINABLE DEVELOPMENT AND INDIAN ECONOMY

Ms. Mridusmita Patowary

Abstract :

It is quite evident from the last few decades that development is no longer thought to be in isolation from the environment. The nature of the issues we face, combined with growing interdependence among nations, necessitates that countries work together to chart a sustainable path forward. Sustainable development is a multifaceted and multidisciplinary concept. Sustainable development refers to the economic development process that meets the needs of the current generation without jeopardizing future generations' ability to meet their own needs. One of the economies in the world with the quickest growth rates is India. However, there is a negative correlation between environmental and economic development. The Indian economy has been making the intended efforts to hasten its economic growth. Thus, this paper makes an attempt to access the sustainable development efforts in context of the Indian economy.

Keywords: *Sustainable development, economic growth, environment, Indian economy*

Introduction:

It is quite evident from the last few decades that development is no longer thought to be in isolation from the environment. The nature of the issues we face,

combined with growing interdependence among nations, necessitates that countries work together to chart a sustainable path forward. Focusing on such an emerging issue the United Nations Conference on Environment and Development (UNCED) emphasized on the environmental and problems of development faced by the world in June 1992 held in Rio de Janeiro. Governmental and representatives from around the globe were brought together with the aim of achieving the goal of long-term sustainable development (Dhankhar, 2016). Sustainable development is a multifaceted and multidisciplinary concept. Sustainable development refers to the economic development process that meets the needs of the current generation without jeopardizing future generations' ability to meet their own needs. The main theoretical pillars of sustainable development according to Van Den Bergh (1996), are Neo-Classical economic equilibrium, evolutionary ecology, physical economy, socio-cultural ecology, and human ecology. The notion is also strongly related to physical or natural disciplines such as geography, economics, sociology, zoology, engineering, and environmental sciences. Considering all conceivable facets of the concept of sustainable development is extremely difficult if not impossible. As a result, only the economic aspect of the idea of sustainable development in general and the environment in particular are taken into account. One of the economies in the world with the quickest growth rates is India. However, there is a negative correlation between environmental and economic development. The Indian economy has been making the intended efforts to

hasten its economic growth. In addition, the New Economic Policy (NEP), a programme of economic changes that has been in effect in our nation since 1991, has as its primary objective the acceleration of economic growth (Patil & Kadam, 2014). This calls for an evaluation of India's as well as the States of the Indian economy efforts at sustainable development.

Literature Review:

Samimi, A.J., Ghaderi, S. & Ahmadpour, M. (2011) in their paper tried to estimate and evaluate the linkage between economic growth and environmental sustainability index. Environmental sustainability index was computed. The results of the study found contradiction of the Kuznet curve during the period 2001-2005.

Patil & Kadam (2014) in their study focused on assessing the sustainable development impacts on the Indian economy. The study also emphasized on the different indicators of sustainable development to examine the status of sustainable development in India. The study found India's economic growth progress at an increasing pace. The study emphasized on providing better measures and ways of sustaining the growth in the long run.

Brad, S., Mocan, B., Brad, E. & Fulea, M. (2016) in their paper entitled "Environmentally Sustainable Economic Growth" tries to examine the existence of economic growth and environmental sustainability. In this paper an innovative structured framework is considered. The study found that certain smart innovative measures can help in achieving economic growth without hampering the environment.

Dhankhar, V. (2016) in the paper entitled "India and Sustainable Development" laid focus on analyzing the strategies for sustainable development in India. The study emphasized on inclusion of sustainable development agenda both in public and private policy spheres for better outcomes.

Chatterjee, S. (2021) in her paper examined the progress made in India in context of sustainable development considering both the global and State level. The study found that higher per capita income countries does not hold top positions in context of sustainable development.

Objectives of the Study:

- 1.To investigate the economic aspects of sustainable development in India.
- 2.To make an empirical analysis of sustainable development in India, particularly during the post-reform era.

Research Questions:

- 1.What are the different economic aspects of sustainable development in India?
- 2.Can economic development and sustainability go hand-in-hand?

Data and Methodology:

The study is based on data collected from different secondary sources such as Economic Survey of India, Reserve Bank of India Databank, etc. The study is descriptive in nature. Simple statistical techniques such as average, ratio analysis, compound annual growth rates, etc were computed.

Findings and Discussions:

The sustainable development concept is of recent origin developed in the 20th century. Sustainable development is a multifaceted and multidisciplinary concept. In economics the sustainable development concept focuses on economic or environmental economics aspect. Sustainable development comprises of three basic components-economics, social and the environmental. Societies must seek growth routes that produce optional flow of income while sustaining their stock of human capital, natural capital, and manufactured capital in order to achieve the economic component of sustainability. Internalizing all expenses, particularly those related to the environment, or both production and consumption is also necessary. The fundamental objectives of an economic system include raising output of products and services, meeting necessities or eradicating poverty and enhancing equity. The two guiding concepts of justice and equity form the foundation of sustainable development's social component. Wealth, resources, and opportunity must be fairly distributed for a development path to be long-lasting. All residents should have access to the basic necessities of life, including food, shelter, health care, education, and opportunities for personal growth. Social equality entails providing all people with an equal chance to receive an education, use resources productively, operate as effective sinks, and maintain natural capital stocks. To measure sustainable development certain indicators are developed which are mentioned below.

The list of indicators for the economic aspects of

sustainable development was released in 1997 by the United Nations Department for Policy Coordination and Sustainable Development (UNDP/PCSD). It includes-i) GDP per capita ii) Net Investment Share in GDP iii) sum of exports and imports as a percentage of GDP iv) Environmentally adjusted net domestic product (EDP) v) share of manufactured goods in total merchandise exports vi) annual energy consumption vii) share of natural resource intensive industries in manufacturing value added viii) proven mineral reserves ix) prove fossil fuel energy reserves x) lifetime of proven energy reserves xi) intensity of material use xii) share of manufacturing value added in GDP xiii) share of consumption of renewable energy resources xiv) Net resource transfer/GNP xv) Total ODA given or received as a percentage of GNP. dept service /export xvii) Environmental protection expenditure as a percentage of GDP xviii) Amount of new or additional funding for SD xix) Capital goods imports.

Herman Daly has outlined a few sustainable development principles. The human scale must be kept to a level that is compatible with the environment's carrying capacity. Efficiency-improving technology must be used instead of output-improving machinery. The extraction of renewable resources must not outpace their regeneration, and the exploitation of nonrenewable resources must not outpace the production of renewable substitutes.

Table 1 below represents the sustainable development in Indian economy with the help of some indicators.

Table 1: Sustainable development in Indian Aspect

Indicators	2000-01	2005-06	2009-10
GDP Per Capita (at Constant Prices)	Rs. 20868	Rs. 31794	Rs. 46492
GDP Growth Rate	4.4%	8.4%	6.78%
Environmental Expenditure as % of GDP	0.03%	0.03%	-
Forest Coverage	20.55%	21.02%	23%
Population Growth	1.25%	1.93%	1.40%
Urban Population	17.29%	27.78%	9.21%
Poverty	26%	25.3%	1.94%
Human Development Index	124	127	134

Source: RBI Database and Economic Survey of India, 2009-10.

The information in Table 1 shows that from 2000-01 to 2009-10, India's Gross Domestic Product (GDP) increased regularly and quickly at a rate of 12.29% (CAGR). During the same time period, India's GDP per capita also had considerable and consistent increase of 8.68% (CAGR). However, the GDP growth rate displayed substantial swings with a growth of 6.78%. (CAGR). This shows that the Indian economy made attempts to attain its quick expansion during the time under examination. The combined expenditure on environmental protection made by the union government of India did not even reach one percent of GDP. It is a sign that the government is not doing enough to protect the environment. Afforestation makes a huge difference in stopping environmental degradation on a

number of fronts. Even though India's forest coverage increased significantly, it was still insufficient and could only account for about 25% of the country's land. Population expansion has a tremendously negative impact on the state of the ecosystem. India has one of the fastest population growth rates. The quality of the environment is being severely impacted by the expanding urbanization. Urbanization is 8.77% overall, but it is growing quickly, necessitating a reversal of that pattern. More than 1/5 of the population is still below the poverty line (BPL), which requires special attention from the perspective of environmental degradation. Environmental balance places a specific emphasis on the development of human resources, but India is lagging behind in this area as seen by the advancement in the human development index, which is currently at 134. The production of both food and non-food grains contributed to the progress in the agriculture sector. Improvements in horticulture, cattle, fisheries, and plantation crops have also given the real GDP growth originating from agriculture and related activities considerable durability.

Conclusion and Recommendations:

The aforementioned analysis revealed that the Indian economy is currently one of the world's fastest-growing. The GDP data clearly demonstrate the expansion of the Indian economy. However, the analysis revealed significant fluctuations in economic growth, implying that India's economic expansion is unsustainable. The Union government only spent a small amount of money on environmental projects. One of the possible causes of

environmental degradation is the improper implementation of the population control policy. As a result, the analysis can be used to draw the conclusion that the Indian economy has made progress toward economic growth over time, but efforts have not been made to the extent that they should have been. As a result, the government ought to place an emphasis on maintaining long-term economic growth, which will not only meet the requirements of the present generation but also those of future generations.

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SCIENTIFIC DEVELOPMENT IN ANCIENT INDIA

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Abstract: India is one of the world's largest countries, and its civilization is among the most ancient. India has excelled through the millennia in its philosophical literature and the practice of fine arts, sculpture and painting, music, and dance. Scientific ideas and technical skills figure in the mosaic of the country's achievements through the ages. In this study, we have presented a discussion about scientific development in the period of ancient India. If science's history can be traced back to its origin, it probably started in an unmarked era of ancient Indian times. Natural science, medicine, astronomy, etc., have advanced by leaps and bounds; many techniques practised today have still been derived from the theories and practices of ancient Indian scholars.

Keywords: Science, Ancient India, Indus valley civilization, Vedic age, post-Vedic period.

Introduction: According to F.M. Muller "Whatever sphere of the human mind you may select for your special study, whether it be language, or religion, or mythology, or philosophy, whether it be laws or customs, primitive art or primitive science, everywhere, you have to go to India, whether you like it or not, because some of the most

valuable and most instructive materials in the history of man are treasured up in India, and in India only." India is one of the oldest civilizations in the world, rich in its cultural, social, and political heritage. Since ancient times, India has had a glorious culture of education, science, and technology and has made significant contributions in the fields of mathematics and science, including medical science, ayurveda, yoga, astronomy, astrology, etc., long before some of these sciences were cultivated by the most ancient nations of Europe. The contributions made by ancient Indians in these fields are invaluable. Only a few people know of the immense scientific contributions and knowledge that evolved in ancient India long ago. However, thanks to the work of the Indian National Science Academy and other learned bodies, the development of sciences in India during the ancient period has drawn the attention of scholars in the 20th century. The ancient Indians contributed to the foundational knowledge of mathematics and various branches of science. This review will disclose the scientific achievements of the people of the ancient Indian civilizations, their contributions, and the scientific foundations laid by them on which modern-day societies are based. In this article, to study the advancements of science and technology in ancient India, the period has been divided into three parts:

- § The period of the Indus Valley civilization,
- § The Vedic age, and
- § The post-Vedic periods.

Indus Valley Civilization: The earliest known urban culture of the Indian Subcontinent thrived in the valley of

the river Indus during the period 2500-1700 BC and was known as the Indus Valley Civilization. It was the largest of the four ancient civilizations of Mesopotamia, Egypt, India, and China, with over 1500 cities at its pinnacle. The civilization is well known for its urban planning, baked brick houses, elaborate drainage and water supply systems, and clusters of large, non-residential buildings. It is a Bronze Age society, and the ancient Indus River Valley inhabitants developed new metallurgy techniques. They also did intricate handicrafts, particularly with products made of the semi-precious gemstone Carnelian and seal carving.

The Indus Valley Civilization is well known for its highly developed architecture and systematic city planning. The remains of the Indus Valley Civilization cities indicate remarkable organization. There were well-ordered wastewater drainage and trash collection systems and even public baths and granaries, which are storehouses for grain. The cities were well-defined grid systems which were well-planned and beautifully constructed with outstanding features. Baked bricks were used to build houses and buildings in rows on both sides of the roads. Some places were also built on the streets. Their facilities also had two-roomed houses. Some houses had private bathrooms with pottery in the walls, providing water drainage. Sometimes, there was a provision for a crib to sit in the toilet. Dwellings ranged from single to several public rooms, with baths, common wells, and sanitation infrastructures. The architecture of well-planned urban centres was based on fixed-layout patterns with scientific roads, drainage systems, and public structures that were far ahead of their

time and precursors to modern architecture and civil engineering concepts. Mohen-jo-daro was one of the most sophisticated cities of the period, with advanced engineering and urban planning. The city of Mohen-jo-daro contains the Great Bath, which may have been a large public bathing and social area. The quality of urban planning suggests efficient municipal governments that place a high priority on hygiene or religious ritual.

The Indus Valley Civilization was quite advanced in transportation technology. These advances may include bullock carts like the boats seen everywhere in South Asia today. Archaeologists have also discovered a vast, dry canal possibly used as a docking facility in the coastal city of Lothal in western India (Gujarat state). An extensive canal network was also used for irrigation. The Indus Valley civilization had elegant streets laid out in a grid pattern. One outstanding feature is a concentric-shaped street in the form of a ring structure used to control the expansion of the cities. The main streets of Mohen-Jo-Daro and Harappa were layered from east to west, and the lanes were constructed, joined with the streets, to serve as flood protection. Each lane had public use and was provided with streetlamps. The people of the ancient Indus Valley civilization were pioneers in hydraulic works and had developed and successfully used water management devices. The Indus Valley Civilization built the world's first tide port at the head of the Gulf of Cambay in Lothal, Gujarat, proving their high level of knowledge about the flow of tides. Though the cities were located on the banks of rivers, they had an innovative irrigation system that led

them to achieve size and prosperity. The irrigation system involved artificial reservoirs (such as Girnar) and early canal systems.

In the Indus Valley Civilization, drainage systems were in very systematic order and constructed for the best convenience of every household. The location of water drainage from each house was made of bricks. In Dholavira, Lothal, Harappa, and Mohen-Jo-Daro, aqueducts conveyed water from reservoirs, wells, and water tanks to the city center. Also, water was transported to agricultural lands for irrigation using canals. The ancient Indus people were experts in building aqueducts, drains, and sewers. Research published in the Journal of Archaeological Science confirms that the Indus Valley people were the first to use complex multi-cropping strategies in both seasons, growing foods during the summer such as rice, millet, beans, etc., and in the winter wheat, barley, and pulses, which required separate sorting management. Although the cities were situated on the riverbanks, they had a new irrigation system that brought them size and prosperity.

The people of the Indus Valley civilization knew about metallurgy and were known for seal carving, the cutting of patterns into the bottom face of a seal, a small, carved object used for stamping. They used these distinctive seals for the identification of the property and to stamp clay on trade goods. Seals decorated with animal figures, such as elephants, tigers, and water buffalos, have been among the most discovered artifacts in Indus Valley cities. The people of this civilization developed some new metallurgy techniques and produced copper, bronze, lead, and tin. In

addition, a stone touching a gold streak was found at Banawali, which may have been used to test the purity of gold, a technique still used in parts of India today. In the Indus Valley, people were familiar with wheel-drawn potteries. Painting and glazing potteries were also known. They had knowledge of using lime as plaster (e.g., great bath, dockyard). They used pyrotechnology for heating lime. People manufactured 'faience' in the Indus Valley by heating silica up to 1200 C. They had good knowledge of furnaces (for manufacturing potteries and bricks) and were bead-making experts. In fact, they knew the art of cutting, drilling, and polishing beads.

The people of the Indus Valley Civilization were among the first to develop a system of equal weights and measures. They achieved many notable technological advances, including high precision in measuring length, mass, and time. Their most minor division, marked on an ivory scale found in Lothal, Gujarat, was about 1.704 mm, the smallest partition recorded on the Bronze Age scale. Indus Valley engineers followed the decimal measurement division for all practical purposes, including measuring mass by their hexahedron weights.

In the Indus Valley, people were familiar with medical science and used various herbs and medicines to treat diseases. For example, the people of the Indus Valley Civilization practised Trephination, a medical intervention in which a hole is made in the skull to treat skull and brain disorders. Evidence of traction (a set of mechanisms for straightening broken bones or relieving pressure on the spine and skeletal system) has also been found at Lothal,

Kalibangan, and Burjholm but not at Harappa or most other sites. According to a report published in the journal Nature, drilling into teeth in a living person is the oldest evidence in human history; it was found in Mehrgarh around 7000 BC. This tooth drilling practice incorporates tooth-related disorders with practice operated by skilled bead artisans. This is an excellent example of proto dentistry. They were also conversant with the medical sciences and used various herbs and drugs to treat diseases. The Indus Valley Civilization declined around 1800 BC, and scholars' debate which factors resulted in the civilization's demise; however, their culture continued in the form of technology, artistic and religious symbols, and city planning.

Scientific development in the Vedic age: The Vedic age in India is characterised, as the name suggests, by the introduction of the greatest cultural symbols of India, the Vedas.

Although Vedas are mainly known for their spiritual contents, they are also a primary source for the documentation of the scientific developments during that period. For this to correlate, Seidenberg argued that the birth of science, such as mathematics and astronomy had some ritual origins. In that period, sacrifice was a necessary religious ritual. Vedic people believed that the universe composed of three components, Prithivi (earth), Antariksa (sky) and Div or Dyaus (space), relating to the spiritual beings Agni, Indra and VishveDevah. Each of these components were represented by alters of different geometrical shapes. For example, earth was represented by a circular alter and heavens by a square alter. Each

sacrifice required such specific alters of definite shape and size. Sometimes the ritual required the conversion of alter of one shape to another but keeping the area for the alter identical in the process. Such operation required the precise knowledge of geometry. One of the most well-known texts of mathematics during the late Vedic period was the Shulvasutras which basically contained different laws for measurement with a rope. These literatures contained mathematical instructions for locating the East-West line, construction of a square, finding out the perpendicular bisector of a line etc. The geometric area-preserving transformations of the alters, such as a square to a circle, a square to an isosceles triangle etc. were also explained in these texts. Interestingly, one version of the Pythagoras theorem was stated long before Pythagoras by one of the prominent scholars of that age, Baudhayana as follows: diagonal of a square produces doubles the area, and for a rectangle the squares produced by the length and breadth of the rectangle together equal the area produced by the diagonal. He also postulated the 'Pythagorean triads'- a set of numbers following $x^2 + y^2 = z^2$. A method for calculating an approximate square root of 2 was also suggested by him. The term ganita could be found abundantly in the Vedic texts. In addition to Vedas, Vedangas, i.e., the appendices of the Vedas, also dealt with scientific explorations. The Vedanga Kalpa dealt with the performance of different rituals following the laws of geometry, mathematics and calendrics whereas, Jyotisha dealt with astronomy and other cyclic phenomena.

Arithmetic and geometric progression were found to be practiced, as stated by Shulvasutra and Taittiriya Samhita.

Rigveda considered the sun as the cause of day-night, twilight, month, and year. Vedic literature stated that people used to calculate the months based on the phases of the moon. The year was counted based on the movement of the sun. It is also assumed that they could determine the length of the year between 365 and 366 days. The total number of the months determined from the moon-phases would not match up to the sun year, so the remaining days were 'malmas' and no rituals should not be performed during this time. Depending on whether the sun was moving towards the north or the south, the year was divided into two parts- uttarayana and dakshinayana. The Kausitaki Brahmana tells us that these two periods begin from winter and summer solstices. Vedic people could also observe 27 naksatras (stars) along the path of the sun and the moon, as was mentioned in the Taittiriya Samhita. The Taittiriya Samhita also shed light on how Vedic people observe the objects of the sky by looking at the visible stars that rose and set along with the sun from day to day. It is interesting to note that Rigveda stated the solar eclipse to be caused by movement of the sun and the moon whereas in Atharvaveda it was mentioned to be caused by the Rahu the demon.

The medicinal science was also developed to a remarkable extent during the Vedic period. Ayurveda is one of the most prominent texts of Vedic time. So much was its importance that it was also considered as the fifth Veda. Ayurveda concentrated on the totality of physical,

mental, and spiritual health of the living being. It contains eight chapters: medicine, surgery, eye-nose-throat treatment, psychological treatment, treatment of children, poisons and their effects, chemistry and preparation of medicine and treatment of sexual diseases. It is remarkable that in such long time ago, people considered psychological problems for treatment under medical science. Various elements of Ayurveda such as craniotomic operation, hygienic practices, application of vapour bath treatment etc. were borrowed from pre-Aryan era. Interestingly Atharvaveda also contains means for treatment of diseases, some of which were also incorporated in Ayurveda.

It was observed from the Vedic literature that along with chants and praises to the gods for materialistic benefits, Rigveda generally contained a healthy curiosity towards the natural phenomena. This resulted in development of scientific temperament in the minds of the people of that era.

Scientific development in the post-Vedic period:

With the rise of the Buddhist era, the post-Vedic period is started in India. The Janapadas originated in this period. The second urbanization occurred after the Vedic period. This period marks the beginning of town life in the middle Gangatic basin. Indian science developed under Vedic influence. Understanding real-world phenomena rationally and scientifically began with studying natural phenomena like rainfall, the sun, the moon, seasons, and agriculture. This naturally led to theories about physical processes and

forces of nature that are now studied in different branches of physical science.

Rishi Sushruta lived in the 6th century BC and was a Rishi Vishwa Mitra clan member. Sushruta Samhita illuminates ancient Indian medical science. Leprosy, cataract surgery, rhinoplasty, and others were first mentioned in this treatise. Plastic and general surgery are sometimes attributed to Sushruta. Sushruta classified surgery under eight headings: Chedya (excision), Lekhya (scarification), Vedhya (puncturing), Esha (exploration), Ahrya (extraction), Vsraya (evacuation), and Sivya (suturing). Sushruta's writings on surgery cover all the fundamentals, including planning, precision, hemostasis, and perfection. He has described several reconstructive procedures for different defects. He describes 120 surgical instruments, 300 surgical procedures, 60 wound-healing upkarmas, and eight categories of human surgeries. Sushruta used wine and Henbane to induce anaesthesia for a successful surgery. He performed many rhinoplasties, labioplasty, and otoplasty cases. Shushruta's 600 BC rhinoplasty is still called the Indian flap, and he is considered the father of plastic surgery. In addition to trauma requiring general surgery, Sushruta provides a detailed account and description of the management of 12 types of fractures and six types of dislocations.

Acharya Charak was an important figure in developing the ancient art and science, medicine, and lifestyle philosophy known as Ayurveda in ancient India. He is well known for compiling the Charaka Samhita, one of the foundational books of Ayurveda and traditional

Indian medicine. Even though Charaka studied all aspects of medicine, including the logic and philosophy that underlie the Indian medical system, he saw Ayurveda as a complete system of medicine that addressed both preventative and curative aspects of health care. He also detailed issues like fetal production and development, human physiology, and bodily function and malfunction.

Pingala was a BC-era mathematician, the author of the *Chanda%úâstra* (also called the *Pingala-sutras*), the earliest known treatise on Sanskrit prosody, and who used binary numbers in the form of short and long syllables, very similar to Morse code in current times. This indicates his deep understanding of arithmetic. Binary representation has become the basis of information storage as sequences of 0s and 1s in modern-day computers. Pingala's work also contains the basic ideas of what we now know as the **Fibonacci number** and a presentation of **Pascal's triangle**.

Aryabhatta was a well-known astronomer and mathematician. He collected existing concepts and developed algebraic theories and other mathematical concepts. He wrote a mathematical treatise named *Aryabhattiya* (circa AD 499) and referred to algebra as *Bijaganitam*. He successfully calculated the value of π , which was much more accurate than the Greeks' calculation and is very close to the current value that mathematicians accept. In trigonometry, he concluded that the result of a perpendicular with the half-side is the area of a triangle. He also worked on the solar system's motions and calculated the solar year's length to

365.8586805 days. Aryabhata made the earth spin on its axis; this idea appears to have been his innovation. He also considered the heavenly motions to go through a cycle of 4.32 billion years; here, he went with an older tradition, but he introduced a new scheme of subdivisions within this great cycle.

Brahmagupta (598–668 AD) wrote an important treatise on mathematics and astronomy in *Brahmasphutasiddhanta* in 628 AD. He gave solutions for the general linear equation, two equivalent solutions to the general quadratic equation, explained how to find the cube and cube roots of an integer, gave rules for facilitating the computation of squares and square roots, and gave rules for dealing with five types of combinations of fractions. He was able to find integral solutions to Pell's equation. Brahmagupta's most famous result in geometry is his formula for cyclic quadrilaterals, a theorem on rational triangles and values of (π) . In chapter seven of his *Brahmasphutasiddhanta*, entitled Lunar Crescent, Brahmagupta refutes that the Moon is farther from the Earth than the Sun, an idea maintained in the scriptures. He does this by explaining the illumination of the Moon by the Sun.

Bhaskara-I was a 7th-century Indian mathematician, the first to write numbers in the Hindu decimal system with a circle for the zero. His commentary on Aryabhata's work gave a unique and remarkable rational approximation of the sine function. This commentary, *Aryabhatiyabhasya*, written in 629 CE, is the oldest known prose work in Sanskrit on mathematics and

astronomy. He also wrote two astronomical works in the line of Aryabhata's school, the *Mahabhaskariya* and *Laghubhaskariya*.

Apart from prominent scholars in ancient India, many scholars led science and its development. Nagarjuna was a tenth-century scientist. His experiments mainly aimed to transform base elements into gold, like those of the alchemists in the Western world. Even though he was unsuccessful in his goal, he made an element with a gold-like shine. To date, this technology has been used to make imitation jewellery. His treatise, *Rasaratnakara*, discussed methods for extracting metals like gold, silver, tin, and copper. Kanad was a sixth-century scientist at the Vaisheshika School, one of the six systems of Indian philosophy. His atomic theory can be compared to any modern atomic theory. According to Kanad, the material universe comprises *kanas* (anu/atom), which cannot be seen through any human organ. These cannot be further subdivided. Thus, they are indivisible and indestructible. Varahamihira (500 AD) compiled a book, "Panchasiddhanta," consisting of five astronomical theories. He had developed some ring and string instruments. He was one of the first scientists to claim that termites and plants could be indicators of the presence of underground water. He gave a list of six animals and thirty plants that could indicate the presence of water. Jain Guru Mahaviracharya wrote *Ganit Sara Sangraha* in 850 A.D., the first textbook on arithmetic in present-day form. The current method of solving the least common multiple

(LCM) of given numbers was also described by him. Thus, long before John Napier introduced it to the world, it was already known to Indians. Lalla was an astronomer and mathematician who followed the tradition of Aryabhata-I and wrote the *Shishyadhividdhidatantra*. He was well known because of the twelve instruments he brought into practice. Vachaspati anticipated solid (coordinate) geometry eight centuries before Descartes (1644). Halayudha was a 10th-century Indian mathematician who wrote the *Mritsanjivani*, a commentary on Pingala's *Chandashastra*, containing a clear description of Pascal's triangle expressed as Meru Prastara (Staircase of Meru).

The science of yoga was developed in ancient India as an allied science of Ayurveda for healing without medicine at the physical and mental levels. Yoga sets into motion the force that purifies and uplifts the consciousness to divine realization. Yoga is physical as well as mental. The credit for systematically presenting this great science goes to Patanjali. Patanjali wrote the *Yogasutra*, a grammar book known as *Mahabhasaya*.

Conclusion: Based on the findings of this study, it is becoming more apparent that India has always been a scientific country, from Indus Valley Civilization up to modern times, albeit with the typical ups and downs that are to be expected from any country. We cannot find an example of another civilization, except the ancient Greeks, that accorded the same elevated place to knowledge and science as India's civilization. Since the beginning of civilization, India has maintained its reputation as a highly scientific nation. Vedic Hindus focused on the study of

geometry and astronomy, both subfields of mathematics. Ancient India is credited with developing Ayurveda, an indigenous medical practice that takes the form of the medical science we know today. The accomplishments of the people of India in engineering can be traced back to the protohistoric era, to the third millennium BC, or even further back in time. This study sheds light on the area of the sciences in which ancient Indian civilization was particularly accomplished.

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IMPORTANCE OF MEDIA IN INDIAN DEMOCRACY : AN ANALYSIS

Ms. Abhita Gogoi

Abstract :

Media is regarded as the heart of democracy and in a democratic set up like India media tries to strengthen the democratic norms, values and accelerates the pace of development. Media has a very vital role in broadening the thinking of citizens by empowering them with knowledge, to criticize the actions which are against injustice or the essence of democracy. The success of democracy greatly lies with the active and full participation of the people. Media helps people to engage in participation on the political process by informing, educating and mobilizing them. With the information people get through media people are able to criticize or appreciate government policies. Therefore taking this as the background and attempt is made to analyze the role of media in influencing and shaping public opinion in Indian democracy.

Keywords - democracy, media, Indian, laws.

INTRODUCTION :

Democracy can be defined a type of government where the authority of governance lies in the hands of the people. It can also be called as government by the people where the public decisions were taken with the approval

of the people through their elected representatives. In other words democracy can be called as a system of government in which all the people of a country choose and elect their representatives. In democracy media is considered as fourth pillar after executive, legislature and judiciary. Democracy cannot go without media. As media strengthens the democratic norms and values and at the same time it quickens the speed of development. Recently we have seen there is a great interface between the common man and media. It had become a part and parcel in the life of the people, who are mostly dependent on it for various wanting from information to entertainment. Moreover media keeps people aware and it has become an instrument of social change. During the freedom struggle of India print media played an important role and after India's Independence the role of media was largely improved. For any democratic country, it is very much crucial to have access to information, freedom to write, to expose and reveal the truth and to ensure active participation of citizens in democracy. The importance of media cannot be denied in democracy as they have a direct or indirect influence on the people. Therefore media is considered as an influential tool in all matters. Thus the present paper is based on the objectives which are mentioned below.

OBJECTIVE : The objective of this paper is based on -

1. To study the different media laws through which media has been regulated and controlled.
2. To study the significant role of media in shaping public opinion for the development of democracy.

Review of literature :

The rapid development of internet in the 21st century has resulted in various significant changes to the lives of every human. Virtualization and digitalization has affected the pattern of peoples lives in the state of socio-cultural, economic, political and religious environments. (Bluhdorn and Butzlaff, 2020) . The development pattern of democracy due to the advancement of information and communication technology has brought and provided many benefits for the people. Now it is able to provide easy access for the community, especially in terms of obtaining and expressing information. (Bastien et al., 2020). Democracy in earlier times used conventional patterns which was difficult for people to gain access to information related to government and state issues. This was due to the difficulty of systems in democratic countries in the old era which led to less people participation in democracy (Dunan, 2020) . In the development of digital democracy various virtual spaces has contributed such as media. The existence of virtual space and media can provide great benefits for the development of democracy. In the development of democracy, media has providing influences the democratic process through political mobilization, campaign strategies, and polarization of public opinion (Gilardi).

Methodology :

This paper is based on theoretical in nature therefore descriptive cum analytical method is used to find out the objective of this paper. The data has been collected from secondary sources such as books, internet, journals etc.

Legislation on media :

Freedom of media is the need for a democratic country like India. In this regard media has also responsibilities to provide the citizen with genuine information and to reveal the truth as they are. Media can provide great influence in the society, it may provide positive and negative effect on the integrity of the society and due to this influencing role of media in making and unmaking of the government. They have been regulated and controlled by various laws. From the British era to curb the negative effect of media there are various laws such as

a) Press Regulation act 1799- This regulation made compulsory for the newspaper to print the names and addresses of printers, editors and publisher.

b) Gagging act 1857- This act made compulsory for licensing of running a printing press and it empowered the government to prohibit and ban any publication which had a tendency to cause criticism of the Government.

c) Vernacular Press Act 1910- This act made compulsory for the owner of the presses to tender security deposits, which can be forfeited if they printed any objectionable matter.

India after getting Independence the media were given freedom but with certain restrictions and these were Integrity of India, Security of the State, friendly relations with neighbouring countries, Public order. The various legislation which were introduced were-

a). Young Persons (Harmful Publications)Act, 1956- This act prohibit the publication of any literature which

glorify crime, violence and genocide in order to protect the minds of young readers.

b). Cable Television regulation act,1995- This act provides compulsory registration of all operators of cable television network and also it makes compulsory to transmit at least two Doordarshan Channels through cable services.

c). Press Council of India Act 1965- It is statutory body to govern and regulate the function of print and televised media. It also provides the norms and guidelines for the journalist to conduct.

These are the laws which media has been subjected to limitations before acting as fourth pillar of democracy.

DEFAMATION AND LAWS OF MEDIA :

Defamation means any kind of activity that aims to damage or cause harm to the good reputation of an individual. There is a serious conflict between the protection of character and the privacy of individuals and on the other hand the right to freedom of speech and expression. Laws of media are those liberty and restrictions for the media in India. In publishing the news either in print media or broad casting media has to think of that publication doesn't cause any defamatory statement. Media has to maintain ethics while publishing any news. The information broadcasted or published by media has to see the truthfulness of the information so that it may not provide negative impact on the people. In a democratic country like India there are fundamental right for citizen in which under Article 19 (1) (a) states that Right to freedom of speech and expression is one of them. However

this right is also subject to limitations as there is an universal principle that no right is absolute. Under IPC (Indian Penal Code) defamation is considered as an offence.

The significant aspects of media in democracy are as follows-

1. Media plays as an observer of the government and carry every report of the administration to the people and it is considered as fourth pillar of democracy. It makes general people aware of different activities such as politics, sports, etc . Sometimes media acts like a mirror which shows the bare truth .

2. For a developed democracy information is very much crucial for the people. The media helps people to get information about day to day happenings such as data on health, education, economics etc.

3. Media can help people to know the issues which are very necessary to society. Growing number of incidents such as rapes are a concern to society. Media can help to raise social awareness among the people.

4. The media reminds society of their democratic rights and a media is in exercise of freedom of expression which is essential to communicate the thoughts, views, ideas, philosophy, ideals and activities. It can help to the society to keep together and cohabitate.

5. Media plays a significant role in educating the masses by creating awareness about various rural development programmes, and it can also help people in awakening against the evils prevailed in the society such as child marriage, female infanticide, evil practices of child labour etc.

6. Media makes government more accountable, responsive and democratic friendly by exposing the loopholes in the democratic society.

7. Media has the capacity to mould and swing perceptions and can rule the heart and minds of the people through various medium such as-newspaper, television and cinema.

8. Media can also help in combating corruption. Media tries to extract the information from institutes and it spread among the people. This role of media makes the government corrupt official tough.

9. Media also plays an important role in turning voters' role. As voters turn out is very significant aspect of democracy which contributes regarding strengthening of democracy.

10. Media also tries to show the unfulfilled promises of the political leader during the time of elections. Media coverage during election can make people aware in electing the right person to power.

Negative sides of media-

Apart from the above mentioned crucial role of media in Indian democracy, media is lacking in deficiencies and there are shortcomings of it which cannot be overlooked. From a data released by The World Press Freedom Index 2020 India Ranks 142nd rank with respect to the freedom and fairness of the media. This shows that Indian media still has to do a lot with transparency. The biased media greatly affects and hampers the smooth functioning of the democracy. One of the most important instances is that the problem of Paid News, according to Press Council Paid

news means any news that appear in the newspaper or media in turn of price .Other than this the media industry is prone to issues like Fake News , Sensationalisation of news etc.

Recommendations and Conclusion-

From the above discussion it is seen that there are both positive and negative aspect of media in Indian democracy. Media should remain within its limit and keep intact the renowned name of fourth pillar of democracy. Media organizations, whether print media, audio-visual, radio, have to be more accountable to the general public. Media should not sacrifice its ethical standards and professional integrity for sensational practices. However the significance of media cannot be denied as media led to people in making and informed decisions.

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GENDER CONCERNS IN EDUCATION

Mr. Jintu Thakuria

Abstract :

An individual's growth and a nation's development depend on the quality of education he or she receives. Education is needed for everyone because through education only we can be differentiated from the animals as human beings. Education guides us on how we can live in society but unfortunately, it is hampered due to the lack of participation and representation of varied gender identities. Men and women are like a chariot's two wheels. They are equally important, and they should work together in life. Education of each individuals from different gender identities in India is also one of the important factors for the overall development of the country.

Introduction:

At present every day, we come across reports of harassment, bullying, violence against women and LGBTQ+ individuals. Recently, reports of suicide, mental harassment and psychological issues of man are also coming up for not being able to stand on the expectations of their partners. Noticeably, such expectations are commonly guided by the age old patriarchal gender norms. To create a healthy society for sustainable living, there is need to have gender sensitivity among all the members of a society. School is regarded as a miniature society. Specifically, the Secondary stage education provides for social attitude. It is also the phase when individuals start

their active psycho-sexual life. Today's adolescents are tomorrow's parents. Therefore it is very much essential to build a gender sensitive education system to make tomorrow's society sensitive one. In the margin areas of Assam, now people from LGBTQ+ community are coming out even after the possibility of stigmas, violence and bullying. If the education system is made more inclusive for all gender peoples in both philosophical and practical manner, India will be able to have an effective and inclusive education system as expected through the NEP2020.

Meaning and Concept of Gender:

The term Gender refers to the economic, social and cultural attributes and opportunities associated with being male or female. In most societies, being a man or a woman is not simply a matter of different biological and physical characteristics. The concept of gender differs from sex that it also includes the social and cultural aspects rather than being only biological. Gender attributes are socially constructed means that they are also amenable to change in ways that can make a society more just and equitable.

Gender is a dynamic concept, varying from culture to culture and from one social group to another within the same culture, race, class, economic circumstances and age. The conceptual distinction between sex and gender developed by Anne Oakley is a useful analytical tool to clarify ideas and has now been almost universally taken up. According to this distinction sex is connected with biology, whereas the gender identity of men and women in a given society is socially and psychologically determined.

Gender and Education:

Women Education: Education of girls is a key factor in the development of the society and country. According to Right to Education (2009), every child between the ages of 6 and 14 has a right to get free and compulsory. However, when it comes to accessing basic education for girls it is far to reach. The Government has made efforts to improve girls' education status by introducing different programs and schemes. The situation has nevertheless not improved. The education of girls faced many issues which need to be addressed at the ground level. There is a need to increase awareness of the importance of girl's education among the members of society.

An individual's growth and a nation's development depend on the quality of education he or she receives. Education is needed for everyone because through education only we can be differentiated from the animals as human beings. Education guides us on how we can live in society but unfortunately, it is hampered due to the lack of women's participation. Men and women are like a chariot's two wheels. They are equally important, and they should work together in life. Education of girls in India is also one of the important factors for the overall development of the country. This is the most powerful way to increase economic growth in particular families and countries as a whole (Ahamad and Narayan, 2015). Each child should have dignified and equal access to quality education without discrimination (UNICEF, 2007). Education for women in many developing countries has been a major focus for policymakers and administration

in recent years (UNICEF, 2009). A girl faces a lot of challenges when she gets to education. The esoteric custom and patriarchal bias make these challenges more onerous and difficult (Odomore, 2015).

Indian society is dominated by male and gender discrimination where male plays the primary role and female plays the secondary role (Odomore, 2015). Society in its patriarchal custom and traditions has never valued women and give them the respect which they deserve. They suffered and locked in the four walls of the house. They were not allowed to see the outside world. Further, they are relay on men for each and everything. Their education was limited to only domestic experience. But now we are in the 21st century where both men and women have equal rights. Women have the same respect as males in this century. In every sphere, they assist each other. Therefore, both men and women should be provided with education. But still, some men do not support women's education, they think women's job is to do only household work; they don't need to be educated. These narrow-minded people think that women ultimate duty is to take care of their family and children and do household chores. They are expected to take care of everyone except themselves. These people believed that women are born only to get married, have kids and being bombarded with unimportant details of domesticity. Such kind of people does not understand that educating women is equally necessary as for men not only for their own-selves but for the entire family because women nurture future generation. If women are uneducated then the future

generation will also be uneducated. Male members of the family are trapped in traditional norms which restrict empowerment and education of girls. The boys' education is more necessary than girls' (Vati 2016). Lack of girl's education restricts homogeneity, acquisition of skills and participation. Education is a fundamental human right. Since girls constitute about half of the world's population, they are a significant part of the global resource. Therefore, it is impossible to ignore their rights to education. Education is a key element that can allow girls to grow and develop. Therefore, specific importance must be imposed on girls' education. It is high time that male-dominated society should consider girls as a human being which should get all rights as men are getting. Women nurture society, they are an inseparable part of it. The functionalist perspectives of education clearly state that for the survival of society, there must be homogeneity. This homogeneity can be achieved only through education. Achievement of homogeneity in society will eradicate gender discrimination and bring gender equality. Awareness about the importance of girls' education among the members of society is thus important.

Transgender Education:

Transgender or Third Gender is an umbrella term which includes myriad sexual identities and practices and questions the pre-determined binary notions of perceiving gender. In India, though people from the transgender community share a long past, but most of their history is a tale of mental and sexual exploitations, shame and ridicule. Though significant steps have been taken for the

upliftment of other marginalized groups but unfortunately not much has been done for the people from the transgender community in India. That's why, in 21st C when we talk about Education For All, the question of transgender education naturally arises. In the recent times the govt. is trying to bring them to the Centre of discourse through the implementation of various acts and policies such as RTE2009, reservation under ECW category and quite recently in the National Education Policy 2020 the Government has decided to constitute a Gender-Inclusion Fund to provide quality and equitable education to the transgender students. The fund will be used by the State governments to implement the goals set by the Central Government in areas such as sanitation, transportation and financial help etc.

The Challenges to Transgender Education are- Lack of Inclusion, Lack of facilities, Lack of Awareness, Lack of Safety and Health facilities, Lack of Skill based Learning etc.

The possible solutions to the challenges are- creating proper classroom environment, organizing gender awareness programs, Establishment of Ant-discrimination cells, Updatation of textbooks and curriculum etc.

Gender in Education scenario in India :

The problem of women's education in India is one which attracts our attention immediately. In our country, due to conservative traditionalism, women's status has, through ages, been considered to be lower than that of men. During the later part of the Vedic period the Aryans had sealed the fate of women culturally and socially by

denying them the right to study Vedas and thus half of the population was deprived of one of the most fundamental human rights. They were regarded as the bond slave to men for their economic dependence on them. Even today, in spite of the recognition of women's status equal to that of men, the majority of them suffer in primitive ignorance as ever before. Illiteracy and ignorance is prevalent more in women folk than in men-folk and this evil is rampant especially in rural areas and backward communities.

India accounts for 30% of the world's total illiterate population and around 70% of these illiterates are women. As per 2001 Census data, women constitute 48% of the total population in India, but around 46% of women are still found to be illiterate. Problems of gender disparity and discrimination begin with access to schooling. The Gender Parity Index (GPI) at the primary and upper primary levels was 0.9 and 0.8 in 2003 respectively (Gol, 2004). According to DISE (2006), this remained more or less same in 2005-06 (for primary GPI was 0.92 and for upper primary 0.84). Once girls are able to get enrolled in school, they are rather more likely than boys to continue their education with more success (UNESCO, 2004). Access and retention problems deepen at higher levels of education with the GPI at lower secondary and upper secondary levels dropping to 0.73 and 0.67 respectively (UNESCO, 2004).

Female education has long been acknowledged to have strong correlations with other dimensions of human and social development. As Mehrotra (2006) notes, low levels of education significantly affect the health and

nutritional status of women. For instance, in the case of India, he notes that chances of suffering from the diseases caused by malnutrition decrease steadily with increased levels of education. Height and Body Mass Index (BMI) vary with level of education and illiterate women are reportedly at more risk of having lower height and BMI (leading to higher deficiency of iron and other nutrients). Similarly, he noted that while 56% of illiterate women suffer from anemia, the percentage declines to 40% in the case of the women who have completed at least high school (Mehrotra, 2006).

Despite strong economic and social evidence of the high returns to female education, most communities continue to under-invest in female education relative to male education. Even as the thresholds of schooling completion increase, with significantly narrowing gender gaps in primary education in particular, discrimination against girls in secondary and higher education remains an issue. Economic and social privilege also affect gendered patterns of access, with girls in secondary and higher education predominantly drawn from higher income and social groups, endowed with higher social status.

Reasons for parental under-investment in female education are diverse and well-known (Subrahmanian, 2005). The deeply embedded undervaluation of female labour, identified primarily with the reproductive or household sphere, underlies the belief in many communities that educating females bring low returns, as skills required in the reproductive sphere require domestic socialization and not many years of schooling. The gender

division of labour continues to reward women less in the workplace (Kingdon, 1998). This has resulted in relatively lower female education and work participation reflecting the ideological bias against considering women as household bread-winners. Low valuation of female labour in the market place and association of female labour with fulfilling domestic responsibilities including child rearing has led to a deep-seated cultural association of women with the institutions of marriage and family.

Jha and Jhingran's (2002) detailed study of schooling in communities across 10 districts of India shows the continued belief in the importance of marriage for girls at an early age, and of maintaining asymmetries between men and women in educational attainment as a marker of relatively greater male social status.

While gender inequalities intensify with poverty, caste inequalities and geographical location (particularly in underdeveloped rural areas), particular gender-differentiated ideologies cut across all social groups, explaining why in all social groups, girls lag behind boys in access to and participation in education. These include specific views on the appropriate roles to be played by women in family and society, and the underlying controls placed on female mobility and chastity. These gender-specific ideologies are responsible for the continued wide gaps in female secondary schooling enrolment. Further, responsibilities for securing domestic water and fuel place tremendous time burdens on women, often shared with younger girls in the family who could otherwise be in school or at rest or play. Investments in water supply,

sustainable energy and renewable sources of fuel all can have significant impact on female education.

Sexual harassment and violence also continue to be major constraining factors preventing parents from freely sending their girls to school. Public spaces in India continue to be relatively hostile to the presence of women, and rarely function in a way to make women feel secure and confident. Transporting girls to school and back safely, especially where secondary schools and universities are far away from their homes, is a critical policy measure that has received scant attention. Similarly, while initiatives to teach girls self defence or cycling have been widely hailed as critical components of gender-sensitive education, they have not really been taken up and promoted widely through the education system.

Women Empowerment :

Empowerment is a process of increasing the capacities suitable to the current circumstances in order to achieve the desired level of outcome in par with the development perspectives. Women empowerment is a key component in the development scenario of the present day world. In the 21st century, majority of illiterate poor women are homemakers and illiteracy and poverty creates a vicious circle that they can unable to escape. Because of illiteracy and the prevailing social orthodoxy, they are incapable to find work outside. Thus illiteracy and poverty make women hard to earn their livelihood. Empowerment is the process of enhancing the capacity of individuals or groups to make choices and to transform those choices into desired actions and outcomes." -World Bank.

Women are an essential requirement for development of the country. However, for a very long time, the women are deprived of poverty and oppression. Later women have decided to ensure their participation to equip themselves with rightful positions in development matters. The women aroused up to demand their rights in many instances. The involvement of women in development has been reckoned by many as a great paradigm shift whose impact cannot be easily withered.

The evils of gender discrimination and caste discrimination made the women community including the financially stable society a passive corpse. The upliftment of the marginalized women community is inevitable for achieving the strategy of inclusive growth. The participatory nature of the interventionist strategy necessitates the need for women empowerment. Empowerment is an intangible, multidimensional and culturally defined concept (World Bank 2018). Any attempt to improve the status of women should start with empowerment. Women empowerment is one in which people find the space of their own and began to reexamine their lives critically and collectively. It enables them to look at old problems in a new way, analyze their situation and environment recognizing their strength and potentials. It also augments the quality of resources for pursuing the process of economic development. This paper proposes to assess the dimensions of women empowerment in three distinct phases viz. economic empowerment, social empowerment, and political empowerment.

ECONOMIC EMPOWERMENT:

The economic dimension of women empowerment increases the potential to assist the development of the nation. It also increases women's access to resources and opportunities.

Women's economic participation and increased income generation help them to increase their dignity and command over their income. This in turn, created a direct impact on poverty reduction and gender equality. This created a positive impact in their consumption expenditure. In the micro level, the economic empowerment of women increases their control over the income generated by them. The relative increase in their contribution towards family income apparently increased their control over the household resources. Due to the control over their household resources, made them to be a part of the decision making partner in their families. These factors will run parallel with the amassment of wealth and assets as of the male counterparts. The pathetic plight of the illiterate women vanished due to the gradual development of empowerment and made them competent to act like the male counterpart to do or abstain from doing anything as per their will. This was happened due to the community empowerment through the coordination of the empowered families by way of financial stability. This made the downtrodden women achieve financial empowerment, through the provision of assistance from the financial institutions without the help of any other persons, especially their male counter partners. Women participation in economic affairs is now became an

inevitable feature in the present scenario as they achieved more and more financial empowerment equally without any gender discrimination. This made them to wipe out the caste and creed discrimination against them in the society. This encouraged the women community to participate in economic policies and strategies without any apprehension.

SOCIAL EMPOWERMENT :

Both economic empowerment and social empowerment are not in watertight compartment as each of them are overlapped in many areas. The economic empowerment alone will not capable the women community to flourish in the society. The key thing which has to be done is to empower the women community socially. Literacy is one among the main factors of social empowerment. By educating the illiterate women community can solve the main melancholy in social empowerment. Eradicating illiteracy within the women community directly or indirectly will give a spark for uninterrupted communication without embarrassment. The emergence of new generation social media also sprouted the communication skill in women community. The formation of social groups from the empowered families helps each individual to share their ideas each other. The regular meeting of the social groups reduced the psychological distance between the members of the group, which helped to reduce the information asymmetry. The complexity of financial assistance and its formalities were communicated inside the group and among the

groups. Thus in turn, reduces the transaction cost of economic assistance.

POLITICAL EMPOWERMENT :

The socially empowered groups grabbed information and ideas from different groups and they realized themselves about their rights and privileges. The enhancement of literary rate enriched their political awareness and become a rational part of the political fraternity. The knowledge of political system gave them pride and courage to understand the voting pattern and the number of casting votes. This lead to enhancement of civic consciousness within the group and among the society. This political empowerment helped the women community to know their freedom and to excel their submerged leadership qualities and talents. They started to participate in domestic debates and discussions regarding the quality of common services and also they offered their candidature for elections. Eventually, the women community started involving in policy formulation and raises their voice for protecting the interest of the marginal women community. They themselves facilitate and organize meetings and discussions regarding the current political plot. The political empowerment of women gave much elegance to the political system as they can elicit the problems faced by the women community.

The empowerment of the women community, particularly illiterate and financially backward is essential for the growth of developing countries. The task of empowerment, especially the marginalized women is much difficult as they follow their own illegitimate custom

and practices. They have to give stringent awareness about their rights and privileges with the help of NGOs and other governmental organizations. As such the economic, social and political empowerment of the women community will gradually motivate them in all sense.

IMPORTANCE OF WOMEN EDUCATION for Women Empowerment:

The consequences of not educating girl child have to be understood. When a woman is not educated then it not only affects her but the entire family as well as the nation. Research has proved that illiterate women have high fertility as well as mortality rate. It has been seen that infant mortality rate reduces to half in case women have received primary education as compared to illiterate female. Apart from this children, of illiterate woman are malnourished. Illiteracy also reduces the overall earning potential of the family. Women must be educated for a healthy and a happy life. An educated woman can be a better human being, successful mother and a responsible citizen. Educating women will definitely increase the living standard both at and outside home. An educated woman will encourage her kids to study further and wish them to live a better life than her. Educating women results in promoting self-respect and also helps in raising the status of women. An educated woman will be aware of her rights. She can fight against social evils such as domestic violence, dowry demand, low wages etc. Education is the most important power that shapes the lives of mankind. It empowers with the ability to think, reason, take appropriate decisions and protect oneself from oppression & abuse.

However, in most of the developing world around the globe including India, women are often denied of education opportunities. Even though, women constitute 48% of the total population in India – the women literacy rate in urban area is 79.11% as against 88.76% males, and the figures are even lower in the rural scenario where 57.93% women are literate as against 77.15% literate males. In 2014, India GDP growth ranges between 4.6% – 5.3% (1st – 3rd Quarter) and this growth percentage can be drastically improved if women are educated and starts contributing equally economically.

Education liberates women from the clutches of inequalities. Education is force to reduce gender inequalities and access to mobility, share in decision making and contribution to natural development. Education enhances women's economic productivity in the farm and non-farm sectors. In a study of the productivity of men and women farmers in sub-Saharan Africa, the gain in productivity from education was found to be higher for women than men. Studies on the determination of wage earnings have found the marginal effect of education to be about as large for women as for men once labor force participation, work experience, and sector of employment have been taken into account. But discriminatory employment participates against have limited their work opportunities and have reduced the earnings they can expect to gain from education. Entry barriers against women, explicit or implicit, in certain occupations serve as obstacles to education. Examples are restrictions against the hiring of married women in wage paying jobs

in the manufacturing and service sectors. Some of the barriers begin even at primary school level with teachers and text books projecting attitudes that discourage performance of girls, or promoting stereotypes of girls not being capable as boys in learning technical subjects and mathematics. Some begin at the post primary education level with gender specific admission policies in areas of study. A few more research evidences would be put forth to argue education as a means of women empowerment.

PROBLEMS OF WOMEN EDUCATION :

The problem of women's education in India is one which attracts our attention immediately. In our country, due to conservative traditionalism, women's status has, through ages, been considered to be lower than that of men. During the later part of the Vedic period the Aryans had sealed the fate of women culturally and socially by denying them the right to study Vedas and thus half of the population was deprived of one of the most fundamental human rights. They were regarded as the bond slave to men for their economic dependence on them.

Even today, in spite of the recognition of women's status equal to that of men, the majority of them suffer in primitive ignorance as ever before. Illiteracy and ignorance is prevalent more in women folk than in men-folk and this evil is rampant especially in rural areas and backward communities. The importance of women in matters of building the character of the citizens, economic reconstruction of the country and social reforms is being realized. Under the fast changing conditions in the country

in the recent times increased attention is being paid to their education. Though different Commissions and (Committees appointed at times, suggested for the solution of the problems of women's education and for its expansion, even then there are certain problems still persist in that field.

The main problems facing their education are:

- Development of immorality;
- Suitable Curriculum for the education of girls;
- Lack of social consciousness among women;
- Scarcity of lady teachers;
- Lack of proper physical facilities;
- Unwillingness of lady teachers to serve in rural areas;
- Financial difficulties;
- Problem of transport;
- Problem of wastage and stagnation;
- Problem of co-education;
- Lack of enthusiasm and interest of the officials in charge of education

The education of girls and women is an integral part of national development. Steps that are being taken to improve and expand their education will not recede to the background due to lack of finance. It must be remembered that there is still a big gap to be filled between the education of the boys and girls, further; mother is the pivot of family life in India. Our way of life depends on her. It is essential; therefore, that at least the programmes for girls and women that have already been included in the current plan are not disturbed. Before drawing conclusion it may

be mentioned that the task of the school authorities in India is to prepare the girls for the triple role she will have to play in adult life. First, as the founder and fashioner of a happy home, secondly to be able to earn her livelihood independently an honorably if circumstances demand.

Recommendations on Education for Girls' Empowerment:

It is recommended that the XI plan period should pay special attention to specific groups/ communities and locations and compel information on the enrollment, retention and classwise dropout rates of girls across clearly identified social groups-schedule caste (sub-groups of SC who were especially deprived), Muslim communities (rural/urban), schedule tribe (specific tribes that are especially deprived), OBC groups where educational status of Women continues to be poor. Systematic mapping of social/groups and communities need to done district-wise and data compiled by social groups /subgroups (were relevant) and by gender. This needs to be followed up with adopting/ modifying existing provisions under SSA programmes like Mahilasamakhya, NPEGEL and KGBV to meet specific needs of groups identified.

- It is recommended that –were necessary—special projects be designed within SSA to meet the specific educational needs of girls in specific social groups especially Muslim groups in both rural and urban areas.

- Funding and supporting formal schools should be the core of SSA's initiatives in promoting education amongst Muslim girls. Support to MaktabasMadarsas cannot be substitute for regular schooling.

- Strengthen the formal school system were necessary through girl's schools at the middle level in order to ensure that girls have greater access to formal school. There need to be more formal schools for girls in Muslim areas and for OBC communities in northern and north-western India and those areas where there are other social groups where girls are pulled out after primary. The government needs to carry out details mapping of social groups areas where girls education beyond the primary level in constrained because the lack of exclusive girls schools.

- It goes without saying that more girl schools means more women teachers giving prevailing cultural practices and also growing sense of insecurity of girls in mixed schools (recent reports of sexual abuse of girls in some states) there need to be a provision whereby the community is encouraged to appoint older women as escorts. Essentially multiple strategies are required to enable girls to go beyond the primary stage and access formal schooling.

Conclusion :

The concept of gender includes the expectations held about the characteristics, aptitudes and likely behaviours of both women and men i.e. femininity and masculinity. The concept of gender needs to be understood clearly as a cross-cutting socio-cultural variable. Gender refers to the cultural, socially constructed differences between the two sexes. Gender is a culture specific construct. It is fairly consistent across cultures that there is always a distinct difference between women's and men's role, access to productive resources and decision-making authority. This

is what we call Gender Role. A gender role is a set of societal norms dictating the types of behaviours which are generally considered acceptable, appropriate or desirable for people based on their on their actual or perceived sex or sexuality. Gender roles are usually centered upon conceptions of femininity and masculinity, although there are exceptions and variations. The term Gender Role was coined by John Money in 1955 which he described as manners in which individuals express their status as a male or female in a situation where no clear biological assignment existed. A gender role, also known as, sex role, is a social role encompassing a range of behaviours and attitudes. Every society has restrictions on what kinds of work men and women do, but there is no global content to these roles. To understand gender role, there is need to understand gender role attitudes. Gender role attitude indicates one's adherence to socially accepted and culturally based norms dictating behavioural standards in cross-sex relationships. It is the degree to which a person accepts or rejects the gender-specific socially accepted and culturally based norms.

If we look at the Indian traditional social system, we often come across general statements that gender roles in Indian society are guided by patriarch ideals and practices. While day by day increasing cases of harassment, exaltation, violence against women and gender minority individuals are coming up, the urgent need of inculcating gender sensitization in the contemporary education can be felt. In this regard, gender inclusive education is very significant. At the same time, to bring changes to the

gender role attitudes, there is need to understand the changing gender roles in the different societies. Vedic culture is regarded to be the oldest socially organized culture. Different scholars also have opined that Indian women enjoyed a high status during the early Vedic period. The status of a woman refers to her place in a network of social roles, advantages, rights, and responsibilities. It alludes to her family and social rights and responsibilities. The level of prestige and respect afforded to a woman is often measured in comparison to that accorded to a male. In India, Hindu women's status has been in flux. Throughout history, it has undergone significant transformations. Women in India have historically gone through two stages in their lives: subjection and deliverance. She has been oppressed and suppressed at times, and she has also been revered as the deity of the household (Dwivedi et al., 2022). In due course of time, while we see a group of women are trying to empower themselves, larger amount of women are passing their days and nights in oppression and violence. Adding to that, individuals identifying themselves as member of the LGBTQI+ community often have to face negligence, mocked, violence and humiliation. In the recent few years, many reports of daily bulletins have come up where individuals from different genders have been bullied, humiliated or mentally tortured due to common patriarchy based gender attitude and beliefs. Sensitization is the only way out the society to bring changes to such situation. Gender difference has to be rectified using a well-coordinated civilized society by sensitization. Gender sensitization refers to the mental processes of an individual

when he comes in the contact of an individual from opposite or other sex or gender.

In the context of Inclusive Education, gender sensitive education system is of utmost significance. To make the education system more inclusive, there is need to reduce and remove gender biases. Gender bias is preference or prejudice to ward one gender over the others. Bias may be conscious or unconscious, and many manifest in many ways, both subtle and obvious (Khan M., 2020). To be away from biases, there is need for conscious attempts to identify the factors which creates challenges in being more Gender Sensitive. In this regard, meta-perception in terms of gender is also important. It's relatively a very new concept. Simply, meta-perception is perception about perceptions. Meta-perception in terms gender helps to reflect on own perceptions towards gender identities. It is to look upon own gender-perceptions in an objective way. Identifying own perceptual factors may become helpful in being more gender sensitive. Apart from, meta-perception in terms of gender, the campus infrastructure also does matter. There is need to have both academic and co-curricular opportunities to express gender ideas and concepts.

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EDUCATIONAL PHILOSOPHY OF ISHWAR CHANDRA VIDYASAGAR

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Abstract:

Ishwar Chandra Vidyasagar was not only a philanthropist but also a social reformer. His life and works set new ideals of social order. Though Vidyasagar's works and initiatives for social change has been widely discussed many times, there also need to reflect upon his educational philosophy. Though he had not propagated any specific doctrine of education, but his initiatives, specially in the educational sector reflects his philosophy of education. This article presents an overview of his educational philosophy.

Introduction:

Ishwar Chandra Vidyasagar was one of the prominent personalities who had brought immense changes to the traditional social beliefs and thoughts. Ishwar Chandra Bandyopadhyay, popularly known as Vidyasagar was born at Birsingha, West Bengal on 26th September 1820. His father's name was Thakurdas Bandyopadhyay and mother's name was Bhagawati Devi. He received his education from Sanskrit College, Calcutta. He learned Vedanta, Vyakaran, literature, rhetoric's, Smriti and Ethics in Sanskrit College during 1829 to 1841. He took part in a competition testing knowledge in Sanskrit in 1839 and the title of "Vidyasagar" meaning Ocean of knowledge. His philosophies and beliefs

were change bringer to his contemporary society. Analysis his ideas and beliefs it becomes clear that he did not follow any single philosophical idea. His philosophy is rather found to be a combination of different schools of philosophical thoughts including idealism, realism, pragmatism, feminism etc. The assemble of ideas from different philosophical doctrine has given him a distinct and different identity. This great reformer, scholar and philosopher passed away on 29th July, 1891 at the age of 70 years.

Educational philosophy of Vidyasagar:

Vidyasagar was a secular or materialistic humanist. He was relatively less attached to spiritual aspects. His materialistic outlook can be seen as he introduced the subjects like history, mathematics, geography, economics, philosophy, natural science etc in the curriculum in his schools. According to him, most of the teachings of ancient Hindu scriptures were in non harmony in the modern time. Though he belonged to a Orthodox Brahmin family, he never followed the religious practices blindly. He was not actually an atheist, but an agnostic.

During the 19th century Vidyasagar's remarkable works for women's right and girl education makes him a great feminist of all time. He opposed early girl child marriage and initiated to the widow remarriage which are his notable contribution in Indian history. The way he fought for women and had initiative role in remarriage of widow shows his secular humanistic approach.

According to Vidyasagara the ultimate point of view of education should be based on real life needs and should be based on facts and science. Vidyasagara opined that any

philosophy should not be blindly followed rather they should be tested before accepting. In his opinion, every knowledge should be verified and fact based.

Vidyasagara was in favor of excluding Sankhya and Vedanta philosophy in the syllabus of the Sanskrit college where he had served as the principal, so that the students can understand the semantic differences between Indian and western philosophy. He also excluded the Bishop Barkeley's philosophy from the syllabus of his college and argued that it had less practical and usefulness in real life. Bishop Barkeley was an Irish philosopher and he was famous for his theory called "Immaterialism". According to him there are no material substances and there are only finite mental substances and an infinite mental substance, namely God. For him ordinary objects are only collection of ideas, which are mind dependent. He in fact suggested that Bacon's philosophy and JS Mill's logic should be included in the syllabus. Bacon's philosophy suggested that scientific knowledge must come from the careful observation of nature filtered through inductive reasoning. Likewise, JS Mill's logic stated that it is the art and science of reasoning, a means for pursuit of truth.

Vidyasagar's views on Primary Education:

Vidyasagar's views on Education were mostly derived from his own experiences. He may be regarded as a bridge between eastern and western education. He was of the opinion that western education should be adopted in Indian education system for acquisition of the knowledge of latest science and materialistic philosophy for the progress and development of the nation. He tried to make the prevailing education system more purposive and

meaningful through his efforts and changes bringing in the college. According to him education should be based on real life experience. It should be more enjoyable and practical. He also suggested that all subjects should be taught in logical and scientific way. Most of his educational contribution was on primary education. He brought revolution on primary education at that time. At that time primary education was neglected. Vidyasagara had submitted a report on education in 1853 to Mr. Moyater. There are some notable recommendation on primary education by him which were as follows extracted from the report.

- Primary schools should be improved in the form and planning of model schools
- He suggested that each primary school should have one head master and two assistant teacher
- Schools need to be improved through regular school visits.

Vidyasagara had given utmost importance on the use of mother tongue while teaching in primary schools. Vidyasagar himself wrote text books for primary level. He wrote Varnaparichaya which became common handbook for basic education in Bengal at that time. This book was divided into 3 parts where students were taught pronunciation in the first part, in the second part emphasized reading simple prose in Bengali and in the third part there was a story of "Gopal" and "Rakhal"

Vidyasagar's views on Curriculum of Primary Education:

Bengali grammar was given special importance by him. As a result "Upakramanika" and "VyakaranaKaumudi" two books of Bengali grammar were included in the

primary education curriculum. He also stated that the students should be given the knowledge on the subjects like Geography, History, Arithmetic, Geometry, Bengali Literature, Natural Sciences etc. in the primary level.

Vidyasagar's views on Higher Education:

Vidyasagar's contributions to the Higher education were also remarkable. He had established a metropolitan institution and had a major role in the management of that institution. It was the first higher education institution run by Indians. He is also known as a Reconstructionist of Sanskrit college. He had joined in the Sanskrit college as principal and after that he made numerous remarkable changes in the education and curriculum of the college. His some recommendations on higher education were as follows -

- Teaching method should be scientific.
- Higher education should be open for all regardless of caste, colour, race, gender etc.
- He recommended that higher education should be divided into two sections. Junior and senior sections.

Vidyasagara's view on Curriculum and Text book of Higher Education:

For the junior section of higher education, Grammar, Literature and Rhetoric classes were favored by Vidyasagara. For the senior section, philosophies like Nyaya, Vedanta and Smriti were advocated by Vidyasagara. He had suggested that students should learn the basics of Sanskrit grammar and then they should study selected portions and texts from Ramayana, Hitopadesha and Mahabharata. He suggested that Arithmetic, Algebra and

Geometry text books should be translated into Bengali instead of English.

Medium of instruction:

Vidyasagara had advocated that mother tongue should be the medium instruction for higher education.

Critical Review of Vidyasagar's Educational Philosophy in reference to Women Empowerment

The prime significance of Vidyasagar's educational philosophy was that he wanted to light the lamp of knowledge to each and everyone, irrespective of caste, race, religion or gender. At that time, he had initiated to make the education available at the mass. For this purpose he had even submitted reports on education to East India Company to make it possible. In his report, he had suggested that to make education accessible at mass level, necessary schools should be set up and skilled teacher should be appointed in every district.

Vidyasagara will ever be remembered for his contributions to the society for woman's rights and their education. He was a pioneer of woman education in his century. At that time the lives of women were plagued by the curse of polygamy and child marriage. He had realized that to make their lives better it is very important to make them educated. For this purpose, he established schools for girls in Bengal and convinced the parents to send their girls to the schools. At the same time he had taken significant initiatives for the remarriage of widows. He stated that education is the only way to free the women from humiliations and deprivation. He submitted a report on education where he suggested that 35 Girls' Schools should be opened and 1300 girls should be enrolled and

after achieving this goal the number should be increased. He had also initiated for collecting funds for girls to help them financially to pursue their education.

He had suggested that reading, writing, arithmetic, history, reading of passages of different subjects, sewing and needle work should be included in the curriculum of women education.

Vidyasagar was deeply hurt by the immense humiliation of women. He realized that the only way to remove the humiliation and deprivation of women wants to spread women's education. In his time, the girls of ordinary families and the girls of rural areas lived in the dark days of ignorance. Their lives were plagued by the curse of polygamy and child marriage. 1849, Vidyasagar established the first unpaid school for women's education in India under the government of Drinkwater Bethune. Mr. Bethune accepted Vidyasagar as the main force of the women's liberation movement as 1857, with the help of Mr. Hallyday, Vidyasagar established schools for girls in different villages of Bengal. He established a total of 35 girls' schools in Hooghly, Nadia Midnapore, Bardhaman district. In this school enrollment total of 3500 students. He was the first to take women's education to the stage of the movement. The mantra of his 'Sadhana' was that the god exists only where the woman is revered

Conclusion:

Ishwar Chandra Vidyasagar was a prominent figure in 19th century India and made significant contribution as a social reformer, educationist and intellectual. While he is not typically considered a modern philosopher in the traditional sense, his ideas and work reflected a

philosophical outlook that resonates with contemporary concerns. His philosophies centres around social justice, education, women's rights and rational thinking which continues to hold relevance today. Vidyasagar dedicated his life to eradicating social evils and working towards the betterment of society. He advocated for social reform through his efforts to abolish child marriage, promote widow remarriage, and fight against caste-based discrimination. His ideas on social justice align with modern philosophical debates on equality, human rights, and the pursuit of a just society. Vidyasagar emphasized the significance of education as a means to empower individuals and uplift society. He championed the cause of vernacular education, promoting the use of the local language for instruction. Vidyasagar believed in the power of rational thinking and encouraged critical inquiry and scientific temper. These ideas find resonance in contemporary discussions on education, rationality, and the role of knowledge in personal and societal development. Vidyasagar's philosophy can be seen in his tireless efforts to bring about social change and upliftment, especially for women and the marginalized sections of society. He advocated for women's education, widow remarriage, and the eradication of social evils like child marriage and polygamy. His beliefs were rooted in the principles of equality, justice, and human dignity. In terms of education, Vidyasagar emphasized the importance of providing quality education to all sections of society, irrespective of caste, gender, or social status. He believed in the power of education to bring about social transformation and create a more just and equal

society. Vidyasagar's philosophy also encompassed a deep sense of empathy and compassion for fellow human beings. He fought against discrimination and injustice and worked towards building a more inclusive society. His ideas were grounded in the principles of rationality, humanism, and moral values. While Vidyasagar's philosophical contributions might not align with the traditional definition of a "modern philosopher," his progressive ideas and relentless efforts to bring about social change resonate with the values and principles that many modern philosophers uphold. His work continues to inspire generations and serves as a testament to the power of ideas and activism in shaping society for the better.

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জ্যোতিময়ী দেউৰীয়া

সংক্ষিপ্তসাৰ :

সাম্প্ৰতিক অসমীয়া সাহিত্যজগতত অনুৰাধা শৰ্মাই ৰুদ্ৰাণী শৰ্মা ছদ্মনামেৰে সাহিত্য সৃষ্টি কৰি জনপ্ৰিয়তা অৰ্জন কৰিছে। ঔপন্যাসিক ৰুদ্ৰাণী শৰ্মাই তেওঁৰ উপন্যাসৰ মাজেৰে সমাজৰ একোটা গুৰুত্বপূৰ্ণ দিশ উপেক্ষিত শ্ৰেণী তথা প্ৰান্তবৰ্গৰ চিত্ৰ আদি বলিষ্ঠ ভাৱে বৰ্ণনা কৰিছে। ২০১৭ বৰ্ষৰ অসমীয়া সাহিত্যজগতৰ অন্যতম সংযোজন ৰুদ্ৰাণী শৰ্মাৰ উপন্যাস 'কাঁহিবুনৰ মালিতা'। উপন্যাসখনত প্ৰতিফলিত হৈছে বংগমূলীয় অসমীয়া মুছলমানসকলৰ সমাজ জীৱনৰ চিত্ৰ। ঊনবিংশ শতিকাৰ শেহভাগৰ পৰা অসমলৈ হোৱা বংগমূলীয় মুছলমানসকলৰ প্ৰব্ৰজন আৰু চৰ-চাপৰিত বসবাস কৰিবলৈ লোৱা তেওঁলোকৰ জীৱনচৰ্চাক লৈ ৰচিত হৈছে 'কাঁহিবুনৰ মালিতা' উপন্যাসখন। তিনিটা প্ৰজন্মৰ কাহিনী ঔপন্যাসিকে উপন্যাসখনৰ পাতত দাঙি ধৰিছে। বৃহত্তৰ অসমীয়া সমাজখনৰ সৈতে চৰ-চাপৰিবাসী মিলি যোৱাৰ চেষ্টা কৰে যদিও কুটিল ৰাজনীতি আৰু মানুহৰ ক্ষমতাৰ লোভে অনা জটিলতাবোৰ কিদৰে সম্প্ৰীতিৰ বাটত হেঙাৰ ৰূপে দেখা দিয়ে সেই সম্পৰ্কে ঔপন্যাসিকে অতি সূক্ষ্মদৃষ্টিৰে উপন্যাসখনত তুলি ধৰিছে। ভাৰত বিভাজন আৰু পৰৱৰ্তী সময়ৰ জটিলতাবে ৰক্তাক্ত হৈ পৰা অসমৰ ইতিহাসৰ কাহিনীও উপন্যাসিকে উপন্যাসৰ কাহিনীৰ সমান্তৰালভাৱে উপন্যাসখনত বৰ্ণনা কৰিছে। চৰ-চাপৰি অঞ্চলবোৰত বিভিন্ন সমস্যা দেখা পোৱা যায়। ঔপন্যাসিকে উপন্যাসখনৰ কাহিনীৰ মাজেদি বাল্য বিবাহ, বহু বিবাহ, নিৰক্ষৰতা, অন্ধবিশ্বাস, স্বাস্থ্যহীনতা, মহিলাৰ পুতৌজনক অৱস্থা আদি চৰ-চাপৰিৰ সমাজখনৰ বাস্তৱ সমস্যাবোৰ চিত্ৰিত কৰিছে। সমাজৰ প্ৰান্তবৰ্গত থকা উপেক্ষিত এজাক অসহায় মানুহে জীয়াই থাকিবলৈ, পেটৰ ভোক গুছাবলৈ, সভ্য সমাজ পাতি বসবাস কৰিবলৈ কিদৰে সংগ্ৰাম কৰিবলগীয়া হয় আৰু ক্ৰমে তেওঁলোকৰ মাজৰ পৰাই উদ্ভৱণ

যাত্ৰাও আৰম্ভ হোৱা দেখা পোৱা যায়, তাক ৰুদ্ৰাণী শৰ্মাৰ 'কাঁহিবুনৰ মালিতা' উপন্যাসত উল্লেখিত বংগমূলীয় অসমীয়া মুছলমানসকলৰ জীৱন সংগ্ৰামৰ মাজেদি বিচাৰ কৰিবলৈ প্ৰয়াস কৰা হৈছে।

বীজ শব্দ :

চৰ-চাপৰিৰ জনসমাজ, সমাজ ব্যৱস্থা, বংগমূলীয় অসমীয়া মুছলমান।

অৱতৰণিকা :

অসম বিভিন্ন জাতি-উপজাতিৰ বাসভূমি। বিভিন্ন জাতি-উপজাতিক লৈয়ে বৃহত্তৰ অসমীয়া জাতি গঠিত হৈছে। অসম তথা উত্তৰ-পূব ভাৰতত বাস কৰা জনগোষ্ঠীসমূহ বিভিন্ন সময়ত বিভিন্ন পথেৰে অসমত প্ৰৱেশ কৰিছিল। আন আন জনগোষ্ঠীৰ দৰে ঊনবিংশ শতিকাৰ শেহভাগৰ পৰা অসমলৈ বংগমূলীয় মুছলমানসকলৰ প্ৰব্ৰজন আৰম্ভ হৈছিল। অসমলৈ আহি বংগমূলীয় মুছলমানসকলে চৰ-চাপৰি অঞ্চলত বসবাস কৰিবলৈ লয় আৰু স্থানীয় মানুহৰ দ'মাটিবোৰত বিশেষকৈ মৰাপাট, মাটিমাহ, বেহাৰ আদি খেতি কৰি জীৱন নিৰ্বাহ কৰিছিল। অতি কষ্টৰে দ'মাটিত খেতি কৰি তেওঁলোকে পেটৰ ভোক গুছাইছিল। অসমৰ দ'ঠাইবোৰত মৈমনসিংহৰ মানুহবোৰৰ বাহিৰে আন মানুহে সহজতে খেতি কৰিব নোৱাৰে। সেয়েহে ব্ৰিটিছ চৰকাৰেও নিজৰ লাভৰ বাবে মৈমনসিংহৰ মানুহবোৰ আহিবলৈ সুবিধা কৰি দিছিল। প্ৰব্ৰজন কৰি অহা মুছলমানসকলেও অসমৰ মাটিৰ সৈতে মিলি যাবলৈ চেষ্টা কৰাৰ লগতে সততাৰে নিজৰ কৰ্ম কৰি হৈছিল মাটিৰ মালিকক নষ্টগাকৈ। কিন্তু দুৰ্ভিক্ষৰ কবলত পৰি ঊনবিংশ শতিকাৰ পৰা অসমলৈ বংগমূলীয় মুছলমানসকলৰ যি প্ৰব্ৰজন আৰম্ভ হৈছিল, সেই প্ৰব্ৰজন দেশ বিভাজনৰ পাছতো হৈয়ে থাকিল। চৰকাৰেও দেশ দুভাগৰ পাছত প্ৰব্ৰজন ৰোধ কৰিবলৈ যি ব্যৱস্থা ল'ব লাগিছিল সেই ব্যৱস্থা নল'লে, তাৰ কুফল ভোগ কৰিব লগা হ'ল দেশ বিভাজনৰ পূৰ্বে অহা বংগমূলীয় মুছলমানসকলে নিজৰ সমস্যাৰ লগতে অসমৰ প্ৰতিটো সৰু-বৰ সমস্যাকে নিজৰ বুলি ভাবিছিল আৰু নতুন প্ৰজন্মৰ শিক্ষিত চামে সেই সমস্যাক নিৰ্মূল কৰি অসমৰ উদ্ভৱণৰ বাবে চেষ্টাও কৰিছিল কিন্তু তাৰ বিনিময়ত তেওঁলোকে কেৱল বিদেশীৰ নাম পাইছিল। দেশ দুভাগৰ পাছতো অসমলৈ জাকে জাকে বিদেশী আহি অসমৰ সমস্যা দুগুণ কৰাতো পূৰ্বে অহা বংগমূলীয় মুছলমানসকলে বিচৰা নাছিল, তাৰ বাবে শিক্ষিত দুই এজনে নিজৰ লেখাটো লিখিছিল অসমৰ সীমা সহজে কিদৰে পাৰ হ'ব পাৰি। অসমলৈ আহি অসমৰ সংস্কৃতিৰ সৈতে খাপ খাবৰ বাবে

বংগমূলীয় মুছলমানসকলে কিদৰে সংগ্ৰাম কৰিব লগা হৈছিল 'কাঁহিবুনৰ মালিতা' উপন্যাসখনত স্পষ্টকৈ প্ৰতিফলিত হৈছে। চৰ-চাপৰিৰ বংগমূলীয় মুছলমানসকলৰ তিনিটা প্ৰজন্মই সমাজ ব্যৱস্থাত জীৱন জীয়াবলৈ কিদৰে সংগ্ৰাম কৰি উত্তৰণৰ দিশে ক্ৰমে যাত্ৰা কৰিছে তাৰ এখন বাস্তৱ চিত্ৰ এই অধ্যয়নৰ যোগেদি তুলি ধৰিবলৈ চেষ্টা কৰা হৈছে।

অধ্যয়নৰ গুৰুত্ব :

ৰুদ্ৰাণী শৰ্মাৰ 'কাঁহিবুনৰ মালিতা' উপন্যাসত বংগমূলীয় অসমীয়া মুছলমানসকলৰ জীৱন-সংগ্ৰাম — এই অধ্যয়নৰ উদ্দেশ্য হৈছে —

ক। উপন্যাসখনত প্ৰতিফলিত বংগমূলীয় অসমীয়া মুছলমানসকলৰ সামাজিক স্থিতি।

খ। উপন্যাসখনত বৰ্ণিত বংগমূলীয় অসমীয়া মুছলমানসকলৰ জীৱন সংগ্ৰাম।

অধ্যয়নৰ পদ্ধতি আৰু পৰিসৰ :

অধ্যয়নৰ পদ্ধতি হিচাপে বিষয় বিশ্লেষণ পদ্ধতি কৰা হৈছে আৰু প্ৰয়োজন সাপেক্ষে বৰ্ণনাত্মক পদ্ধতিৰ সহায় লোৱা হৈছে।

অধ্যয়নৰ পৰিসৰ হিচাপে মুখ্য উৎস ৰুদ্ৰাণী শৰ্মাৰ 'কাঁহিবুনৰ মালিতা' উপন্যাসখন গ্ৰহণ কৰা হৈছে।

মূল আলোচনা :

ৰুদ্ৰাণী শৰ্মাৰ 'কাঁহিবুনৰ মালিতা' উপন্যাসখনত তিনিটা প্ৰজন্মৰ কাহিনীৰ বৰ্ণনাৰে বংগমূলীয় অসমীয়া মুছলমানসকলৰ সমাজ জীৱনৰ চিত্ৰ দাঙি ধৰা হৈছে উপন্যাসখনৰ প্ৰথম প্ৰজন্মৰ প্ৰতিনিধিত্ব কৰা মূল চৰিত্ৰ বছিৰ মিত্ৰ। একেৰাহে তিনিবাৰকৈ দুৰ্ভিক্ষৰ কবলত পৰি খেতি-মাটি হেৰুৱাই বছিৰ মিত্ৰৰ পৰিয়াল পূৰ্ববংগৰ পৰা অসমলৈ আহিছিল। অসমলৈ আহিবছিৰ মিত্ৰই মাধু মহাজন নামেৰে জনসমাজত পৰিচিত মধুৰাম দাসৰ মাটিত খেতি কৰিছিল। বছিৰ মিত্ৰৰ বিপদৰ সময়ত সহায় কৰা মাধু মহাজন বছিৰৰ মনত অভিভাৱক, ভগৱানস্বৰূপ আছিল। সেয়েহে বছিৰে কোনোদিন মাধু মহাজনক ঠগা নাই, সততাৰে কাম কৰিছিল। সংগ্ৰাম কৰি পেটৰ ভোক গুছাইছিল। অতি কষ্টৰে দ' মাটিত খেতি কৰি চৰ-চাপৰি অঞ্চলত ঘৰ সাজি, দ' মাটিত খেতি কৰি জীয়াই থাকিবলৈ সংগ্ৰাম কৰিছিল। নতুন পৰিৱেশ-সংস্কৃতিৰ মাজত অসমীয়া হৈয়ে মিলি যাবলৈ চেষ্টা কৰিছিল।

সাধাৰণ নিৰক্ষৰ মানুহে কন্যা সন্তান জন্ম হ'লে ঘৰখনত অমংগলে দেখা দিয়ে বুলি বিশ্বাস কৰাৰ উদাহৰণ উপন্যাসখনৰ আমিনা চৰিত্ৰটোৰ যোগেদি পোৱা গৈছে। আমিনা বাছিৰ ছোৱালী। আমিনা জন্ম হোৱাৰ বাবে আমিনাৰ দুটা ভায়েক আৰু ককাৰ মৃত্যু হৈছে বুলি আইতাকে বিশ্বাস কৰে আৰু তাইক কুলক্ষণী জ্ঞান কৰে। আনকি তাইৰ বিয়াৰ পাছত বানপানীত পৰি মৃত্যু হোৱা স্বামীৰ বহিমৰ মৃত্যুৰ বাবেও আইতাকে তাইকেই জগৰীয়া কৰিছে। কিন্তু মৃত্যুৰ আগত দ্বিতীয় বিবাহৰ কথা কৈ বহিমে আমিনাৰ অন্তৰত কিমান দুখ দিছে সেয়া কোনেও নাজানে। ছোৱালী হৈ জন্ম লোৱাটো কিমান কষ্টকৰ সেয়া চাপৰিৰ অঞ্চলৰ এগৰাকী ছোৱালীয়েহে বুজিব পাৰিব। চাপৰি অঞ্চলত বাস কৰাতো অতি কষ্টকৰ। বানপানীয়ে চৰ-চাপৰিৰ মানুহখিনিৰ গাঁও-ঘৰ-বাৰী বাৰে বাৰে সকলো কাঢ়ি লৈ যায় যদিও নদীক তেওঁলোকে ভাল পায়। আমিনাই স্বামী বহিমক বানপানীতে হেৰুৱাৰ পাছতো আমিনাই নদীক ভালপোৱা দেখি আমিনাৰ ভতিজাক অৰ্থাৎ মাধুৰ ল'ৰা ৰমিজ আচৰিত হৈ যায়। বছিৰ ল'ৰা মাধু উপন্যাসখনৰ দ্বিতীয় প্ৰজন্মৰ প্ৰতিনিধিত্বকাৰী চৰিত্ৰ মাধুয়ে আমিনাৰ বিধৱা জীৱনৰ সাহস হৈ থিয় দিছে। বানপানী চাপৰিবাসীৰ এটা ডাঙৰ সমস্যা। জীয়াই থাকিবলৈ বংগমূলীয় মুছলমানসকলে প্ৰতিবছৰে বানপানীৰ সন্মুখীন হ'ব লগা হৈছিল আৰু বানপানীত আঁত হেৰুৱা জীৱনটোক প্ৰতি বছৰে পুনৰ নতুনকৈ গত লগাব লগা হৈছিল।

উপন্যাসখনৰ তৃতীয় প্ৰজন্মৰ প্ৰতিনিধিত্ব কৰিছে ৰমিজ মাষ্টৰে মাধুৰ তিনিটা সন্তানৰ ভিতৰত কেৱল ৰমিজহে পঢ়াৰ প্ৰতি আগ্ৰহী আছিল। পঢ়ি থকা দিনৰে পৰা ৰমিজ সংগ্ৰাম কৰিছে। নিজে টিউচন কৰি নিজৰ পঢ়া খৰছ উলিয়াইছিল। গাঁৱৰ সকলোৰে সমস্যাক সময়ত ৰমিজ কাষত থাকে। গাঁৱৰ কাৰোবাৰ বেংকৰ ঋণৰ বাবে আবেদন লিখাৰ পৰা আৰম্ভ কৰি খহনীয়াত মাটি গ'লে চৰকাৰৰ সাহায্য বিচাৰি আবেদনলৈ সকলো কামতে ৰমিজ সহায় কৰে। সেয়েহে মাক বহিমাই কেতিয়াবা গালি পাৰি কয় "গাঁওখন উদ্ধাৰ কৰিবলৈ তই ঠিকা লৈ থৈছ নে কিবা"। অসমত থাকি দেহে-মনে অসমীয়া হোৱাৰ পাছতো ৰমিজহঁতৰ জাতিটোক এচামে নীচ জ্ঞান কৰিছিল। উদাহৰণস্বৰূপে বন্ধু হেমেদ্ৰৰ ঘৰলৈ যাওঁতে ৰমিজক বেলেগ বাচনত খাবলৈ দিছিল।

"কু-সংস্কাৰ, অন্ধবিশ্বাস আদি সমাজৰ ইমান গভীৰলৈ শিপাই আছে যে তাক উভালি পেলোৱা সহজ নহয়। যুঁজিব লাগিব। এই যুঁজখন খণ্ডেকীয়া নহয়। যুঁজ

যুঁজি জীৱনটোৱে শেষ হৈ যাব পাৰে। তথাপি পিছ হুঁহকিব নোৱাৰি। কিন্তু যুঁজাৰ আগতে নিজকে সৈনিক হিচাপে সাজু কৰি তুলিব লাগিব।^{১*} - সমাজৰ সকলো কু-সংস্কাৰ, অন্ধবিশ্বাসৰ বিৰুদ্ধে বমিজৰ সাহসেৰে যুঁজিছে। বমিজৰ বাংলাদেশৰ প্ৰতি টান নাই, টান আছে অসমৰ প্ৰতিহে, সেয়েহে বহিৰাগত খেদা আন্দোলন আঞ্চলিক ছাত্ৰ সন্থাৰ সম্পাদক হৈ বমিজৰ উষ্টি-পৰি লাগিছিল। বমিজৰ অসমৰ ভালৰ স্বার্থত প্ৰতিদিনে কাম কৰি গৈছিল যদিও বমিজৰ পৰা 'মিঞা' পৰিচয় আঁতৰি যোৱা নাছিল। একমাত্ৰ মিঞা হোৱাৰ বাবেই কলেজৰ একাংশ বন্ধুৱে তাক 'জি. এছ.' হ'বলৈ নিদিলে। দেশ বিভাজনৰ পূৰ্বেই বমিজহঁতৰ উপৰিপুৰুষ অসমলৈ আহিছিল যদিও অসমৰ এচামে বমিজহঁতক বিদেশীৰ চকুৰে চাইছিল। কাৰণ সেই সময়ত বিদেশীৰ সূত্ৰ আছিল এনেধৰণৰ —

“লুপ্তী পিন্ধা মানুহবোৰ বিদেশী।

দাঢ়ি থকা মানুহবোৰ বিদেশী। হেনা-হুচা অসমীয়া কোৱা
মানুহবোৰ বিদেশী। চৰ-চাপৰি আৰু নদীপৰীয়া মানুহবোৰ
বিদেশী।

মৰাপাটৰ খেতি কৰা মানুহবোৰ বিদেশী...।”^{২*}

অসমীয়া আৰু মিঞাৰ মাজত আন্দোলনৰ নেতাসকলে বিভেদ আনি দিছিল। তাৰ কুফল বমিজৰ টিউচন পৰ্যন্ত পৰিছিল। এই সকলোবোৰ বিবাদ আনি দিয়া বাহিৰৰ একাংশ অসমীয়াৰ সমৰ্থনৰ খাতিৰত বমিজহঁতে সংগ্ৰাম কৰিবলৈ সাহস পাইছিল। বমিজক আনকি এম. এ. পঢ়িবলৈও লোণ অনুমোদন কৰি দিছিল জগদীশ শৰ্মা নামৰ এজন অসমীয়া ব্যক্তিয়ে। মিঞা বুলিয়েই সমাজৰ এচামে একো বিচাৰ নকৰাকৈ তেওঁলোকক খাবলৈ নাপাই মাৰিবৰ বাবে বজাৰ বন্ধ কৰি দিছিল, বঙালী হিন্দুৰ ঘৰ জ্বলাই দিছিল। অসমৰ সমস্যাকে নিজৰ, অসমীয়া ভাষা-সংস্কৃতিকে নিজৰ বুলি আদৰি লোৱাৰ পাছতো এচামে নেতাৰ পৰোচনাত পৰি পূৰ্বতে অহা বংগমূলীয় মুছলমানসকলক শোষণ কৰিছিল। বমিজ মাষ্টৰে অসমৰ চৰ-চাপৰি অঞ্চলৰ মানুহৰ সমস্যাবোৰ বাহিৰৰ মানুহৰ আগতো দেখুৱাই সমস্যাবোৰ নেচনেল লেভেলত ৰিলেফ্ট কৰিবলৈ চেষ্টা কৰিছিল। নিজৰ লগতে নৱপ্ৰজন্মকো 'সমস্বয় আৰু মানৱতা মঞ্চ'ৰ যোগেদি সাজুৰি অসমৰ তথা চৰ-চাপৰি অঞ্চলৰ উন্নয়নৰ হকে কাম কৰিছিল। কিয়নো সাধাৰণ মানুহখিনিৰ সমস্যাক চৰকাৰী আঁচনিৰে ঢুকি নাপাইছিল। ৰাইজৰ হকে কাম কৰাত বমিজক পত্নী ফিৰোজাই বাধা দিয়া নাছিল, সাহস হৈ ৰৈছিল। অসমৰ চৰ-

চাপৰিবাসীৰ শ্ৰমজীৱিসকলৰ বাবেই কাম কৰি গোট্টেই জীৱন কটালে যদিও তেওঁৰ কৰ্মৰ মূল্য সমাজে বমিজক নিদিলে বৰঞ্চ বমিজক ৰাতিৰ আন্ধাৰত হত্যা কৰা হ'ল। কোনেও গম নাপালে বমিজক কোনে হত্যা কৰিলে।

সামৰণি :

ওপৰৰ আলোচনাৰ পৰা 'কাঁহিবুনৰ মালিতা' উপন্যাসত বংগমূলীয় অসমীয়া মুছলমানসকলৰ জীৱন সংগ্ৰাম সম্পৰ্কে আভাস দিব পাৰি এনেদৰে-

ক। বংগমূলীয় অসমীয়া মুছলমানসকল সামাজিক, ৰাজনৈতিক,

অৰ্থনৈতিক, সাংস্কৃতিক সকলো দিশৰ পৰা শোষিত হৈ আহিছে।

খ। বংগমূলীয় অসমীয়া মুছলমানসকলৰ মাজত শিক্ষাৰ অভাৱ হোৱাৰ বাবে তেওঁলোকৰ প্ৰথম আৰু দ্বিতীয় প্ৰজন্মই নিম্ন সামাজিক স্থিতিৰ পৰা নিজকে উৰ্ধগামী কৰিব পৰা নাছিল যদিও তৃতীয় প্ৰজন্মই শিক্ষা গ্ৰহণ কৰি উত্তৰণৰ দিশে গতি কৰিছে।

গ। সমাজত প্ৰচলিত কু-সংস্কাৰ, অন্ধবিশ্বাস আদি মানি চলাৰ লগতে নাৰীৰ শিক্ষাৰ ক্ষেত্ৰত থকা বাধাৰ বাবে নাৰীসকলে বহুতো সমস্যাৰ সন্মুখীন হৈছে।

ঘ। উপন্যাসখনৰ নৱপ্ৰজন্মক প্ৰতিনিধিত্ব কৰা চৰিত্ৰ আবিদ। আবিদ চৰিত্ৰটোৱে বংগমূলীয় অসমীয়া সমাজখনক আগুৱাই নিবৰ বাবে বমিজক আদৰ্শ হিচাপে লৈ কাম কৰাৰ মানসিকতা পোষণ কৰিছে। ই উপন্যাসখনৰ যোগাত্মক দিশ।

প্ৰসঙ্গ সূত্ৰ :

১ শৰ্মা, ৰুদ্ৰাণী, কাঁহিবুনৰ মালিতা, পৃষ্ঠা - ১০৫

২ পূৰ্বোক্ত গ্ৰন্থ, পৃষ্ঠা - ১০৯

৩ পূৰ্বোক্ত গ্ৰন্থ, পৃষ্ঠা - ১২২

সহায়ক গ্ৰন্থপঞ্জী :

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THE ECONOMIC BENEFITS OF TEACHER TRAINING INVESTMENT IN EDUCATION : DRIVING DEVELOPMENT AND PROSPERITY

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Abstract :

This article will mainly focus on Education, how it can accelerate the economy and thereby discussing a crucial method to achieve it - "Teacher Training". Investment in teacher training is widely recognized as a critical component of high-quality education systems. This paper examines the economic benefits of investing in teacher training and its effect on the quality of education. By providing teachers with the necessary skills and knowledge, they can better prepare students for the demands of the labor market and drive economic growth. Through a review of existing literature and data analysis, this paper argues that investing in teacher training is a cost-effective way to improve the quality of education and contribute to economic development. The findings suggest that governments and policymakers should prioritize investing in teacher training as a key driver of economic growth and development.

Keywords: *Education and Economy, Teacher Training, Teacher Turnover, Educational Technology, Increased Innovation*

INTRODUCTION :

Education is considered as a fundamental driver of economic growth as it enables individuals to acquire the necessary knowledge, skills, and abilities to participate effectively in the workforce. Through education, individuals can develop their capacities, and this can lead to innovation, creativity, and productivity, which are essential components of economic growth.

Teachers are the key players in the education system as they are responsible for providing students with high-quality education that prepares them for the labor market. Investing in teacher training is therefore necessary to ensure that they are equipped with the skills and knowledge required to impart quality education to students. Effective teacher training can provide teachers with new pedagogical strategies, teaching techniques, and technology skills to improve their teaching practice, which ultimately leads to better learning outcomes for students. The benefits of investing in teacher training go beyond the individual level, as it can have a significant impact on the economy. A well-trained and qualified teaching workforce can lead to a better-educated population, which, in turn, can lead to higher levels of innovation, productivity, and economic growth. This can result in improved employment opportunities, increased income, and reduced poverty levels.

IMPORTANCE OF TEACHER IN ECONOMIC GROWTH AND DEVELOPMENT :

Education and teachers play a crucial role in economic growth and development. Education is widely

recognized as a fundamental driver of economic growth, and teachers are at the forefront of providing quality education to students, which in turn, prepares them for the labor market. The *World Bank (2018)* found that a one percent increase in the number of students completing secondary education can increase a country's economic growth rate by 0.3 percent. Furthermore, a report by the *Organisation for Economic Co-operation and Development (OECD) (2019)* highlights the importance of investing in education and training for promoting economic growth and competitiveness.

A study by the *National Bureau of Economic Research (NBER) (2018)* found that high-quality teachers have a significant positive impact on student outcomes and long-term economic benefits. Furthermore, investing in teacher training has been shown to lead to increased student achievement, reduced teacher turnover, improved teacher effectiveness, increased teacher collaboration, improved teacher morale, and increased economic competitiveness. (Darling-Hammond, L., Hyster, M. E., & Gardner, M., 2017; LPI, 2019)

ROLE OF TEACHER TRAINING IN PROVIDING STUDENTS WITH HIGH-QUALITY EDUCATION :

Teacher training plays a crucial role in providing students with high-quality education. Teachers who receive training are better equipped to implement evidence-based instructional practices, effectively manage their classrooms, and meet the diverse needs of their students. In addition, teacher training can improve teacher morale and reduce turnover, which can help to create a stable and

consistent learning environment for students.

A study found that students of teachers who received high-quality professional development outperformed students of teachers who did not receive professional development (Kraft, M. A., Blazar, D., & Hogan, D. 2018). In addition, a study by the *National Bureau of Economic Research (NBER)* found that high-quality teacher training can have a significant positive impact on student outcomes and long-term economic benefits (Chetty et al., 2014).

Furthermore, teacher training can help to address educational inequities and improve outcomes for disadvantaged students. A study by the *Learning Policy Institute (LPI, 2019)* found that teacher professional development can help to close the achievement gap between low-income and high-income students.

IMPORTANCE OF INVESTING IN TEACHER TRAINING :

Teachers are at the heart of the education system, and their effectiveness has a significant impact on student achievement and long-term economic benefits of an economy. Following are the important areas which get affected while investing in teacher training.

A. Increased Student Achievement

Investing in teacher training has been shown to have a significant impact on student achievement. In a study by the *National Bureau of Economic Research*, researchers found that a 10% increase in teacher quality leads to a 1-2% increase in student achievement (Chetty, Friedman, & Rockoff, 2014). This increase in student achievement can have a positive impact on the economy as more highly educated individuals are likely to earn higher wages and

contribute more to the economy. In addition, a study by the *Organisation for Economic Co-operation and Development (OECD, 2019)* found that teachers who had access to high-quality professional development opportunities reported higher levels of confidence in their teaching abilities and were more likely to engage in effective teaching practices. These teachers were able to better engage their students and promote learning, which led to increased student achievement.

Investing in teacher training can also have a significant impact on student achievement in disadvantaged communities. A report by the *National Early Literacy Panel mentions* that teachers who received high-quality professional development were better equipped to address the needs of low-income and minority students, resulting in improved academic achievement. This highlights the importance of investing in teacher training to ensure that all students have access to high-quality education

B. Reduced Teacher Turnover

The benefits of reducing teacher turnover go beyond cost savings for schools and districts. High levels of turnover can disrupt the continuity of instruction and negatively affect student achievement. Students in high-turnover schools may have to adjust to new teachers and teaching styles multiple times during their academic careers, which can lead to gaps in their learning and lower levels of achievement. Reducing teacher turnover can lead to more stable teaching environments, which can positively affect student achievement and overall educational outcomes.

Investing in teacher training can lead to improved teacher satisfaction and morale, which can further reduce teacher turnover. Teachers who have access to ongoing professional development opportunities are more likely to feel valued and supported by their schools and districts. This can lead to increased job satisfaction and a more positive working environment. In a study by the *Organisation for Economic Co-operation and Development (OECD, 2019)*, researchers found that teachers who had access to high-quality professional development opportunities reported higher levels of job satisfaction and greater confidence in their teaching abilities.

C. Improved Teacher Effectiveness

Investing in teacher training can lead to improved teacher effectiveness, which can have significant benefits for students and the education system as a whole. Teachers who receive training in new teaching methods and technologies are better equipped to engage their students and promote learning. Following are the ways how investing in teacher training leads to improvement in teacher effectiveness

*** Professional Development**

Professional development is an essential aspect of teacher training. It provides teachers with the knowledge and skills they need to be effective in their teaching. Professional development opportunities can take many forms, including workshops, conferences, online courses, and coaching.

Research has shown that teachers who have access to high-quality professional development opportunities are

more effective in their teaching than those who do not. A study conducted by the *Organisation for Economic Co-operation and Development (OECD, 2019)* found that teachers who participated in professional development programs reported higher levels of job satisfaction and greater confidence in their teaching abilities. The study also found that teachers who participated in professional development programs were more likely to use new teaching methods and technologies in their classrooms, which can lead to improved student outcomes.

** Technology Integration*

Technology has the potential to transform teaching and learning. Teachers who receive training in the use of technology are better equipped to engage their students and promote learning. A study found that teachers who received training in the use of interactive whiteboards were more effective in their teaching than those who did not receive training (Roblyer, M. D., Edwards, J., & Havriluk, M. A. 2014). The study found that teachers who used interactive whiteboards were better able to engage their students, promote discussion and collaboration, and provide immediate feedback. These are all factors that can lead to improved student outcomes.

** Pedagogical Training*

Pedagogical training is another essential aspect of teacher training. Pedagogical training provides teachers with the knowledge and skills they need to design and deliver effective instruction. It includes training in instructional strategies, assessment, and classroom management.

Research has shown that teachers who receive pedagogical training are more effective in their teaching than those who do not. Teachers who received training in the use of formative assessment were more effective in their teaching than those who did not receive training (Carney, E. A., Zhang, X., Charsha, A., Taylor, J. N., Hoshaw, & J. P. 2022; Ismail, S. M., Rahul, D. R., Patra, I., & Rezvani, E. 2020). The study found that teachers who used formative assessment were better able to identify and address student learning needs, which can lead to improved student outcomes.

** Collaborative Learning*

Collaborative learning is an effective teaching strategy that can lead to improved student outcomes. Collaborative learning involves students working together in small groups to solve problems or complete tasks. Teachers who receive training in collaborative learning are better equipped to facilitate this type of learning. A study found that teachers who participated in a collaborative learning program were better able to facilitate collaborative learning in their classrooms (Slavin, 1995). The study found that students who participated in collaborative learning had improved academic achievement and social skills.

D. Increased Teacher Collaboration

Investing in teacher training can also lead to increased teacher collaboration. Collaboration among teachers can lead to the sharing of best practices, the development of new instructional strategies, and the creation of a more supportive and collegial work environment.

** Shared Learning Goals: Teachers should work*

together to set shared learning goals for their students. This helps ensure that everyone is on the same page about what students should know and be able to do, and can guide their collaborative efforts.

* **Structured Collaboration Time** : Schools can provide structured time for teachers to collaborate, such as weekly or monthly meetings, professional learning communities, or grade-level team meetings.

* **Peer Observations** : Teachers can learn from each other by observing each other's classrooms and sharing feedback. Peer observations can also be a valuable tool for identifying areas for improvement and implementing new teaching strategies.

* **Shared Resources**: Teachers can share lesson plans, activities, and other resources with each other to save time and enhance their teaching.

E. Improved Teacher Morale

Investing in teacher training can have a significant impact on improving teacher morale. When teachers feel confident and well-prepared to do their job, they are more likely to feel satisfied with their work and motivated to continue teaching. Here are some ways in which investing in teacher training can lead to improved teacher morale:

* **Increased confidence** : Teachers who receive high-quality training feel more confident in their ability to teach effectively. This confidence can translate into a sense of satisfaction and pride in their work, leading to improved morale.

* **Professional development opportunities** : Investing in teacher training can provide teachers with opportunities

for professional development, which can be highly motivating. When teachers have the chance to learn new skills and strategies, they feel more engaged and excited about their work.

* **Recognition and appreciation**: Providing training opportunities can demonstrate to teachers that their professional development is valued and appreciated. This recognition can boost morale and increase job satisfaction.

* **Improved student outcomes**: When teachers receive effective training, they are better equipped to help their students succeed. Seeing their students thrive can be highly rewarding for teachers, leading to improved morale and job satisfaction.

* **Sense of community**: Investing in teacher training can also foster a sense of community among teachers. When teachers have the opportunity to collaborate and learn from one another, they feel more connected to their colleagues and to the school as a whole.

THE ECONOMIC BENEFITS OF INVESTING IN TEACHER TRAINING

A. Increased Economic Productivity

Investing in teacher training can increase economic productivity. Education is a critical driver of economic growth, as it equips individuals with the skills and knowledge they need to participate in the workforce, innovate, and drive economic growth. According to a report by the *Organisation for Economic Co-operation and Development (OECD)*, investing in education and training is essential for promoting economic growth and competitiveness.

Furthermore, a report by the *National Bureau of Economic Research (NBER)* found that improving teacher quality can have a significant impact on economic productivity. The study found that a one-standard-deviation improvement in teacher quality leads to an increase in lifetime earnings of \$25,000 per student (Chetty et al., 2014). This increase in earnings translates to an increase in economic productivity and growth, as individuals with higher incomes are more likely to contribute to the economy.

B. Reduced Social Costs

Investing in teacher training can have a significant economic benefit in terms of reducing social costs. According to a report of *Organisation for Economic Co-operation and Development (OECD)*(2019), when teachers are well-trained, they can provide better quality education to their students, which can lead to improved academic performance and higher rates of graduation. This, in turn, can result in a more educated and skilled workforce, which can drive economic growth and development. Furthermore, well-trained teachers can also help reduce social costs associated with things like crime, poverty, and healthcare. For example, students who receive a quality education are less likely to engage in criminal activities or require social welfare programs, which can save the government and taxpayers a significant amount of money.

C. Increased Innovation and Entrepreneurship

Investing in teacher training can also increase innovation and entrepreneurship. Education is essential for promoting innovation and entrepreneurship, as it

equips individuals with the skills and knowledge they need to develop new ideas and bring them to market. According to a report by the *National Bureau of Economic Research (NBER)*, teacher quality is positively correlated with patenting rates and entrepreneurship rates(Chetty, R., Friedman, J. N., & Rockoff, J. E. 2014). Furthermore, a report by the *Organisation for Economic Co-operation and Development (OECD)* (2019) found that investing in education and training can lead to increased innovation and entrepreneurship. The report found that countries with high levels of education and training tend to have higher levels of innovation and entrepreneurship.

D. Increased Tax Revenue

Investing in teacher training can potentially increase tax revenue in the long run. This is because well-trained teachers can have a significant positive impact on student learning outcomes, which can in turn lead to higher graduation rates and more students going on to pursue higher education and successful careers. This, in turn, can lead to a more skilled workforce, which can attract businesses and create jobs, thus increasing tax revenue. Additionally, students who receive a high-quality education are more likely to earn higher salaries, leading to higher tax revenue through income tax. A report by the National Bureau of Economic research (NBER) found that improving teacher quality can lead to an increase in lifetime earnings of \$25,000 per student, which translates to an increase in tax revenue for governments. However, it's important to note that investing in teacher training is just one of many factors that can impact tax revenue. Other factors such as

economic policies, government spending, and demographics can also play a role. Nonetheless, investing in teacher training can be a wise investment in the future of a nation and its economy.

CONCLUSION :

Investing in teacher training is crucial for promoting economic growth and development, as high-quality education is the foundation for a strong and innovative workforce. When teachers are well-trained, they are better equipped to help their students succeed, which can lead to increased academic achievement, reduced teacher turnover, improved teacher effectiveness, and increased teacher collaboration and morale.

Additionally, investing in teacher training can have significant economic benefits, including increased economic productivity, reduced social costs, increased innovations and entrepreneurship, and increased tax revenue. By investing in teacher training, we are investing in our future economic growth and prosperity.

Furthermore, it is essential to ensure that students receive a high-quality education that prepares them for the demands of the 21st-century workforce. By providing teachers with the necessary training and resources, we can ensure that they are equipped to meet the diverse needs of their students and help them reach their full potential.

In conclusion, investing in teacher training is essential for promoting economic growth and development. It not only benefits individual students and teachers but also has far-reaching economic benefits for society as a whole. Therefore, it is crucial that we continue

to invest in teacher training to ensure that our workforce is equipped to compete in the global economy and meet the challenges of the future.

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ICT IN EDUCATION : A GROWING TREND IN THE TEACHING - LEARNING PROCESS

Ms. Parimita Das

Abstract :

The rapid growth of Information and Communication Technology (ICT) has had a significant impact on the field of education, creating a more engaging and manageable teaching and learning experience for both teachers and students. Integrating ICT into educational settings can enhance learning prospects, facilitate the transition from teacher-centered to learner-centered instruction, promote collaboration, and foster the acquisition of 21st-century competencies. Technology not only helps teachers teach students in the classroom but also helps to assess student learning and performance. However, teachers must possess adequate proficiency and expertise in utilizing digital technology and resources to support students in attaining superior academic performance. Teacher training programs, both pre-service and in-service, must include updates on ICT knowledge to equip teachers with current technology trends. The use of technology in the evaluation of learning can also aid teachers in assessing student performance. While ICT plays a crucial role in teaching and learning, the content of the study and pedagogical knowledge of teachers should always be prioritized.

Key words:

Information and communication technology (ICT), audio-visual learning materials, interactive learning environment, multimedia resources, TPACK model framework.

Introduction

Today's world is experiencing an information explosion, and this growth is happening rapidly. In recent years, there has been an extraordinary expansion in the field of Information and Communication Technology (ICT), which has impacted both society and individual lives. The field of education has been significantly impacted by the use of ICT, which has made the teaching and learning process successful and interesting for both students and teachers. Educators are currently utilizing ICT to facilitate the teaching and learning experience, making it more manageable and captivating. Nevertheless, teachers must possess adequate proficiency and expertise in utilizing digital technology and resources to support students in attaining superior academic performance.

Integration of ICT in Education :

The benefits of ICT integration are numerous. It can enhance the standard of teaching and learning by providing teachers with access to an array of multimedia resources, which can help students understand complex concepts more easily. It can also promote collaborative learning and enable teachers to monitor student progress more effectively. In addition, incorporating ICT into education can foster the acquisition of 21st-century competencies among pupils. These proficiencies encompass critical thinking,

problem-solving, communication, collaboration, and creativity.

To sum up, the integration of ICT within educational institutions is growing in significance. The development of ICT proficiency and skills among educators is vital in promoting the effective integration of ICT within the teaching and learning process. Both pre-service and in-service teacher training programs should include updates on ICT knowledge to equip teachers with current technology trends. By integrating ICT, it is possible to enhance the quality of teaching and learning, foster collaborative learning, and facilitate the acquisition of crucial 21st-century competencies among students.

Impact of ICT on Students Learning :

Educational settings are abundant with young, technology-savvy minds. Employing a blend of audio-visual learning materials in addition to the conventional chalkboard can enhance learning prospects for pupils. The integration of ICT in classrooms can assist in easing students into the educational process, utilizing resources with which they are already familiar. In addition to generating an engaging learning environment, the utilization of ICT can exert a noteworthy influence on education. For example:

*Information and Communication Technology (ICT) grants all pupils flexibility and accessibility to learning resources, which can be especially advantageous for those who learn at a slower pace.

*ICT supports the shift from teacher-centered to learner-centered instruction, allowing students to become

more self-sufficient and self-motivated in their acquisition of skills and knowledge.

*ICT empowers students to assume responsibility for their learning by encouraging them to independently search for relevant information and knowledge, thereby helping them recognize their academic potential.

*ICT also encourages collaboration among students. ICT naturally brings children together where they can talk and discuss their learning and in turn, they would acquire different perspectives by different students.

Impact of ICT on Teachers Teaching :

Educators across the globe have turned to emerging technologies to enhance instructional delivery within the classroom and to connect with students in remote locations. It is essential for teachers to possess sufficient expertise in ICT to incorporate it into the teaching and learning process. ICT aids teachers in teaching effectively, staying up-to-date with new knowledge and skills, and utilizing new digital tools and resources. ICT has several effects on the teaching-learning process:

*ICT will help in transitioning from a traditionally mere lecture method of teaching to an interactive learning session. It will create an interactive and more engaging learning environment for both teachers and students.

*The utilization of ICT transforms the role of teachers, shifting from being mere conveyors of knowledge to becoming facilitators of learning and active co-learners alongside their students.

*With the help of ICT, teachers can impart lessons in the classroom using various technological tools such as

projectors, PowerPoint, laptops, smart boards, smart classrooms, etc.

ICT integration in institutions is rapidly becoming a necessity, as technology is pervasive in all aspects of life, requiring educational institutions to adopt methods that facilitate the development of the skills that are essential in this century among teachers and students.

Given that teachers are central to the teaching and learning process, it is imperative that they possess expertise in ICT and the necessary skills to employ ICT tools in a way that makes learning purposeful. The effective integration of ICT into various subjects is vital for the improvement of teaching and learning.

Thus, the development of ICT knowledge is critical during pre-service teacher training programs, as exposure to ICT during this time can increase the willingness of student teachers to integrate technology into classroom teaching. Additionally, updating the knowledge of ICT among in-service teachers is important because technology is continually changing in the field of education, from computers to smartboards. Teachers must equip themselves with the latest trends in ICT to keep up with these changes. Therefore, updating the knowledge of ICT during in-service teacher training programs is also essential.

Assessment through ICT :

The utilization of technology is essential in the efficient and effective evaluation of learning that takes place within the classroom. Technology not only helps teachers teach students in the classroom but also helps

to assess student learning and performance. ICT can provide numerous applications such as learning pods, Moodle, e-rater, Google Forms, digital rubrics, Kahoot, etc., which can be used for various purposes of assessment and gaining feedback regarding the teaching-learning process. ICT helps the teacher give a quick and accurate assessment of a large number of assignments, and it has the capacity to store, retrieve, and process e-content and save assessment in a folder for a more extended period of time.

TPACK Model :

While ICT plays a vital role in the current scenario of teaching and learning, it also has its drawbacks. Nowadays, ICT is regarded as the core of the teaching-learning process rather than the content of the study and the pedagogical knowledge of teachers to teach in a classroom. The content of the study should always be at the top level, and pedagogical knowledge of teachers should follow accordingly, with ICT integrated afterward. Regarding this, the TPACK model framework has been developed. The TPACK model offers a trio of knowledge domains that educators must merge to achieve successful integration of ICT in teaching and learning: technological, pedagogical, and content knowledge. The objective of TPACK is to comprehend how technology can be utilized to teach ideas in a manner that improves student learning encounters.

The integration of technology into teaching practices is facilitated by the TPACK framework. Mishra and Koehler proposed this model in 2006, and it emphasizes the interplay of the three mentioned distinct types of knowledge. The TPACK model proposes that effective

technology integration requires a deep understanding of all three types of knowledge, as well as an understanding of how they interact with each other. For example, a teacher who has a strong understanding of content knowledge may struggle to integrate technology effectively if they lack technological knowledge or pedagogical knowledge.

To illustrate the interactions between these types of knowledge, the TPACK model proposes seven different components :

1. Technology knowledge (TK)
2. Pedagogical knowledge (TK)
3. Content knowledge (CK)
4. Technological content knowledge (TCK)
5. Pedagogical content knowledge (PCK)
6. Technological pedagogical knowledge (TPK)
7. Technological pedagogical content knowledge (TPACK)

Technological knowledge pertains to a comprehension of the workings of technology and its potential to improve learning. This encompasses familiarity with software, hardware, and digital resources, as well as an awareness of the limitations and capabilities of technology.

Pedagogical knowledge, on the other hand, refers to an understanding of how to teach effectively. This includes knowledge of instructional strategies, classroom management, and assessment techniques.

Content knowledge refers to an understanding of the subject matter being taught. This includes knowledge of the concepts, theories, and skills related to the subject.

TCK refers to an understanding of how technology can be used to teach specific content. For example, a teacher might use simulations or multimedia to help students understand complex scientific concepts.

PCK refers to an understanding of how to effectively teach specific content. For example, a teacher might use inquiry-based approaches or project-based learning to help students engage with historical content.

TPK refers to an understanding of how technology can enhance pedagogical practices. For example, a teacher might use online discussion forums or social media to facilitate collaborative learning.

Finally, TPACK refers to an understanding of how technology, pedagogy, and content knowledge can be effectively integrated. This is the ultimate goal of the TPACK model, as it requires teachers to have a deep understanding of all three types of knowledge and their interactions.

In general, the TPACK model serves as a beneficial guide for educators who aim to incorporate technology into their teaching methods. By highlighting the significance of a thorough comprehension of technological, pedagogical, and content knowledge, the model presents a comprehensive strategy for successful technology integration.

Conclusion

Thus, ICT is rapidly growing in the field of education. With its integration in the classroom, it can be beneficial

for both students and teachers in numerous ways. For example, digital tools can be used to teach in the classroom, assess student performance, and collect feedback on teaching. Students can also enhance their learning by using various ICT tools such as computers, laptops, projectors, PowerPoint, e-books, and MS Word.

While integrating Information and Communications Technology (ICT) into the classroom has several benefits, it is important to use it judiciously. The primary goal of teaching and learning is to impart and acquire knowledge, and technology should only serve as a tool to aid this process. It should never replace or diminish the significance of the content being taught.

In order to use ICT effectively, it is essential to change our actions. Teachers must ensure that technology is used in a manner that supports and enhances the learning experience rather than simply using it for the sake of using it. Technology can be used to make content more engaging and accessible, but it should not become the sole focus of the lesson. Teachers should strive to strike a balance between using technology to support content and not allowing it to overshadow the lesson's learning objectives.

In conclusion, while the integration of ICT in education has several benefits, it should be used in a limited way so that it does not overshadow the main objective of teaching and learning, which is the content. Teachers must use technology as a tool to enhance content delivery and not as the primary focus of the lesson. By changing our actions and using technology judiciously, we can create an effective learning environment that supports

students' learning and enhances their academic outcomes.

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MULTIDIMENSIONAL CONCEPTS OF EDUCATION (Volume I)
An Anthology of Scholarly Articles on Diverse Topics related to Social Sciences

"MULTI DIMENSIONAL CONCEPTS OF EDUCATION" will mainly focus on different contents and areas covered under the discipline of education such as economics of education, historical perspective of education, educational psychology, philosophical foundation of education, sociological basis of education etc. This book reflects the ideas and thoughts of different stakeholders in the field of higher education. The language is quite simple and easy to understand. The topics covered in the book can give a clear picture of the multi dimensional concepts of education. The book is prepared keeping in view the growing demands of the interest of the stakeholders, especially in higher educational system in India. It is believed that this book can fulfill the needs of the learners from different backgrounds and disciplines. We hope the attempts and hard work of the editors can provide proper knowledge and understanding of the concepts and can bring fruitful and positive results. Feedbacks and suggestions to improve our work are welcomed and will be highly appreciated.

Editors: Dr. Pronita Kalita, Mrs. Gitika Talukdar & Miss Kabyasri Hazarika



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